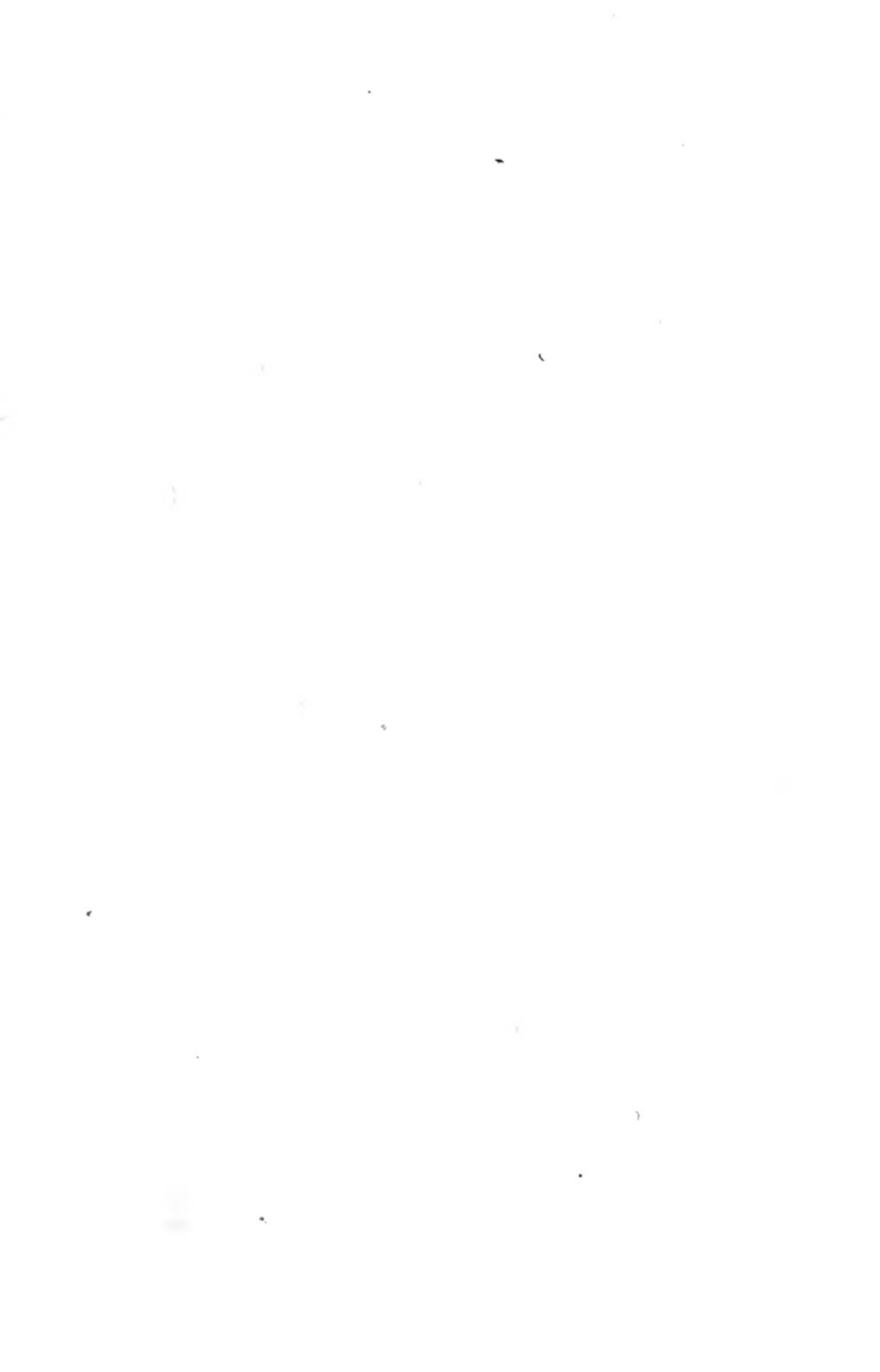


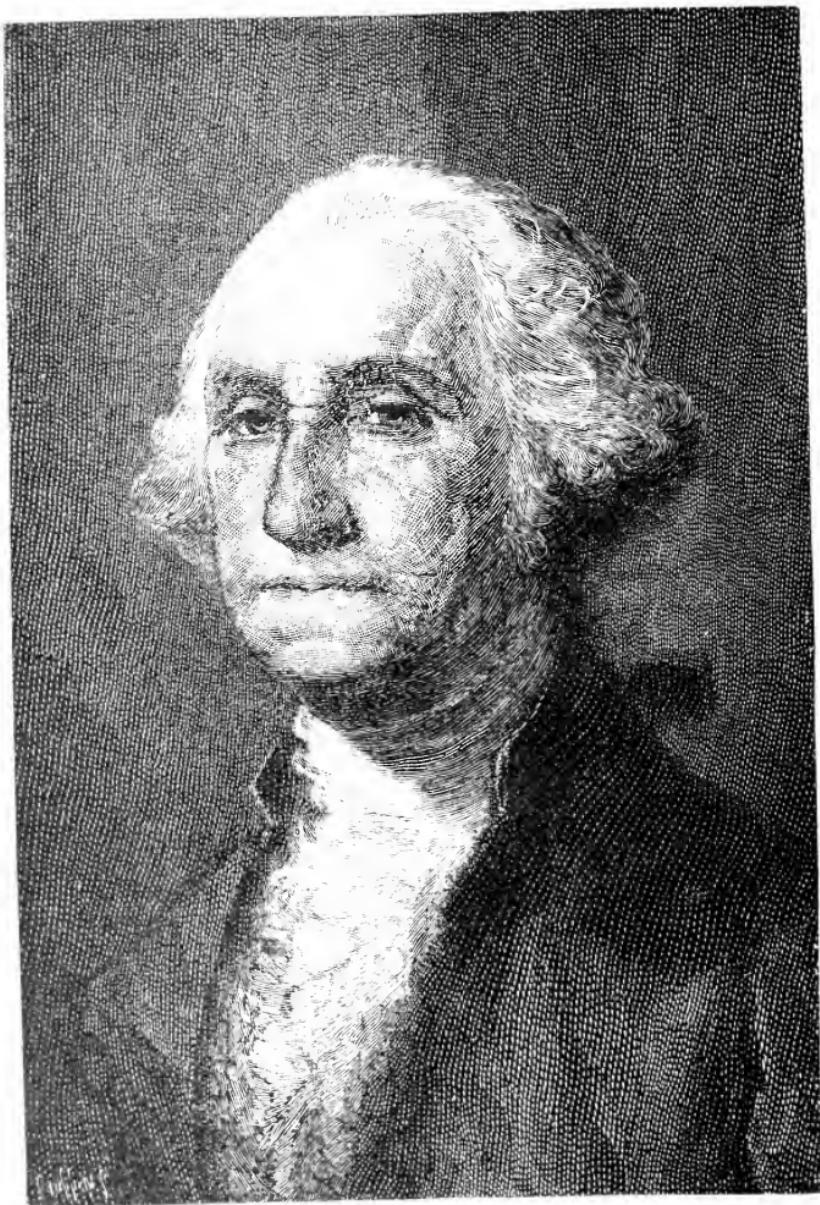
LIBRARY OF CONGRESS.

Chap. 115 Copyright No.

Shelf No. 5

UNITED STATES OF AMERICA.





George Washington.

Born February 22, 1732, and December 15, 1799.

First President of the United States.

A
SHORT HISTORY
OF THE
UNITED STATES OF AMERICA

For the Use of Beginners

BY

HORACE E. SCUDDER

AUTHOR OF "A HISTORY OF THE UNITED STATES OF AMERICA
FOR THE USE OF SCHOOLS AND ACADEMIES"

WITH MAPS AND ILLUSTRATIONS

TAINTOR BROTHERS & CO.
NEW YORK AND CHICAGO
BOSTON: WILLIAM WARE AND CO.

Copyright, 1890,
BY HORACE E. SCUDDER.

UNIVERSITY PRESS:
JOHN WILSON AND SON, CAMBRIDGE.

PREFACE.

CAREFUL observers of our public schools are well aware that the average limit of school age is not above thirteen or fourteen years. Within that period pupils are expected to learn to read, to write, and to spell; to have a fair acquaintance with numbers and with geography; and to be able to express themselves with some facility in the ordinary forms of composition. If, therefore, the majority of children in America are to learn anything of their country's history while they are in school, they should have it brought to their attention in some other form than is common.

With this in mind I have prepared the following book. I have made it, purposely, for the most part a flowing narrative rather than a series of compact lessons. Thus it may be used as a reading-book and accomplish a double purpose by offering exercise in reading, and by putting the reader in possession of the essential facts in the history of the country. I have sought not so much to emphasize particular incidents as to quicken interest in the continuous growth of the nation; to show in some slight way that history is not the narrative of a series of chance events, but of a steady development; to explain, ever so lightly, something of the why and wherefore of our present nation.

If, therefore, any one is disposed to find fault because I have not made this book more of a story, let him consider that I have been writing a school-book, and have been more eager to give beginners a just notion of their country, than to give them the means of passing a few agreeable hours. I would rather run the risk of being a little tame than throw away an opportunity for making on a child's mind some lasting impression of the causes of his citizenship.

If, on the other hand, complaint is made that I have omitted many important facts and dates and have not packed my book with details of American history, I beg to remind my critic that the place for such a book is after the pupil is familiar with the broad outline of historic movement, not when his mind is ready only for the simple narrative. Until one has some general notion of the succession of causes and effects, individual names, incidents, and dates have little meaning, and to burden the memory with them is more likely to deaden the interest in history than to arouse the mind to a keener pursuit. I hope that after acquainting himself with the outline, which this book gives, the young reader will take up to advantage larger works both of history and of biography.

In preparing this little work after already having written a History of the United States for schools, it is natural that I should follow somewhat the same line of thought as in the book for maturer students, but this is in no sense a condensation of the earlier volume. It is properly an introduction to it, or, where further study is impossible, a substitute for it; while entirely independent, it will so far familiarize the young student with the main current of our history as to make the study of the larger volume more interesting and more profitable.

A single word as to the conclusion of the book. I am heartily in sympathy with the growing disposition to teach the rights and duties of citizenship in our public schools; but I am inclined to think that the teaching of history is the most effective means for leading pupils to appreciate those rights and duties, and offers the most natural illustration. I have therefore closed this book with a brief summary of the relations of the person to the whole community.

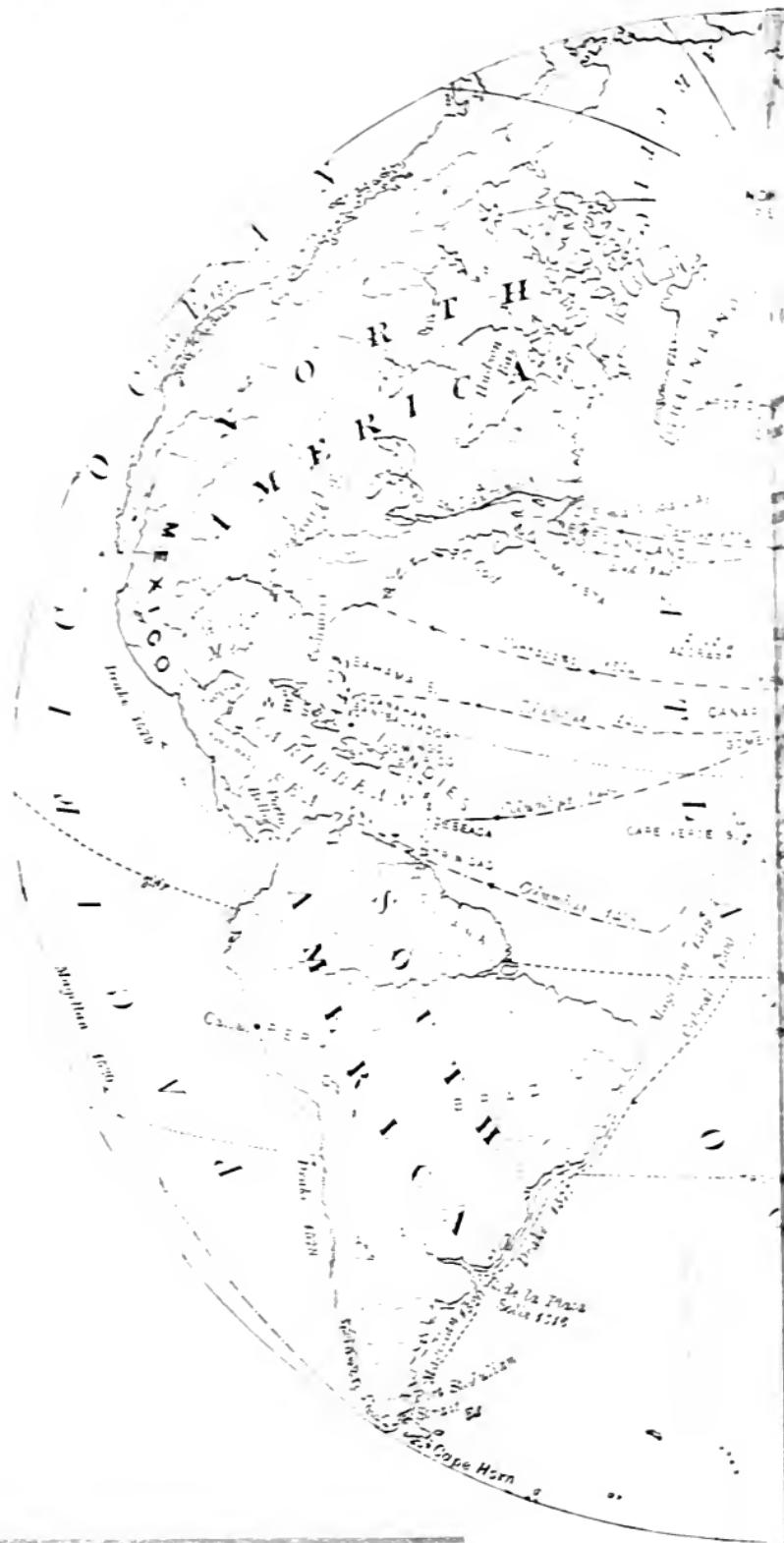
H. E. S.

CAMBRIDGE, MASS.,
April, 1890.

TABLE OF CONTENTS.

CHAPTER	PAGE
I. ACROSS A CONTINENT	9
II. THE UNITED STATES OF AMERICA	11
III. FIRST INHABITANTS OF AMERICA	12
IV. HOW THE INDIANS LIVED	14
V. THE FAR EAST	18
VI. CHRISTOPHER COLUMBUS	22
VII. DISCOVERY OF THE NEW WORLD	26
VIII. EUROPE AND AMERICA	29
IX. ENGLAND AND AMERICA	33
X. THE FIRST ENGLISH COLONY	36
XI. CAPTAIN JOHN SMITH	39
XII. THE PILGRIM FATHERS	42
XIII. THE PLYMOUTH COLONY	45
XIV. THE PURITANS	48
XV. NEW ENGLAND IN AMERICA	52
XVI. THE SETTLERS AND THE INDIANS	57
XVII. EARLY NEW YORK	59
XVIII. WILLIAM PENN AND THE FRIENDS	61
XIX. PENNSYLVANIA AND DELAWARE	63
XX. MARYLAND AND VIRGINIA	67
XXI. THE CAROLINAS	71
XXII. OGLETHORPE AND GEORGIA	73
XXIII. THE ENGLISH IN AMERICA	76
XXIV. THE FRENCH IN AMERICA	78
XXV. THE INDIAN TRIBES	81
XXVI. THE FIGHT FOR AMERICA	82
XXVII. THE FRENCH LOSE AMERICA	85
XXVIII. BOYHOOD OF BENJAMIN FRANKLIN	89
XXIX. FRANKLIN'S MANHOOD	95
XXX. ENGLAND AND HER COLONIES	103
XXXI. WHY OUR FATHERS RESISTED ENGLAND	106
XXXII. THE BOSTON TEA-PARTY	110
XXXIII. LEXINGTON AND CONCORD	116
XXXIV. BATTLE OF BUNKER HILL	120
XXXV. THE BREACH WIDENS	126
XXXVI. FOURTH OF JULY	128
XXXVII. THE WAR FOR INDEPENDENCE	131

CHAPTER	PAGE
XXXVIII. HEROES OF THE WAR: THE PLAIN PEOPLE	136
XXXIX. HEROES OF THE WAR: THE LEADERS	141
XL. GEORGE WASHINGTON	149
XLI. A BUNDLE OF STICKS	153
XLII. THE NEW GOVERNMENT	156
XLIII. THE GOVERNMENT AT WORK	159
XLIV. THE NEW WORLD AND THE OLD	162
XLV. THE UNITED STATES AND EUROPE	165
XLVI. THE GROWTH OF THE COUNTRY	169
XLVII. THE NORTH AND THE SOUTH. I.	173
XLVIII. THE NORTH AND THE SOUTH. II.	175
XLIX. THE NORTH AND THE SOUTH. III.	178
L. THE EAST AND THE WEST. I.	181
LI. THE EAST AND THE WEST. II.	184
LII. THE EAST AND THE WEST. III.	188
LIII. FREE STATES AND SLAVE	191
LIV. THE WAR WITH MEXICO	194
LV. THE PACIFIC COAST. I.	198
LVI. THE PACIFIC COAST. II.	200
LVII. THE CONTEST ABOUT SLAVERY	204
LVIII. SECESSION	210
LIX. THE WAR FOR THE UNION. I.	214
LX. THE WAR FOR THE UNION. II.	216
LXI. THE WAR FOR THE UNION. III.	220
LXII. AFTER THE WAR	224
LXIII. THE UNION ONCE MORE	226
LXIV. THE STATES OF THE UNION. I.	230
LXV. THE STATES OF THE UNION. II.	234
LXVI. THE STATES OF THE UNION. III.	238
LXVII. THE STATES OF THE UNION. IV.	244
LXVIII. THE TERRITORIES	249
LXIX. HOW WE GOVERN OURSELVES. — THE PEOPLE	252
LXX. HOW WE GOVERN OURSELVES. — CONGRESS	256
LXXI. HOW WE GOVERN OURSELVES. — THE PRESIDENT	261
LXXII. THE PRESIDENTS	265
LXXIII. HOW WE GOVERN OURSELVES. — THE COURTS AND JUDGES	273
LXXIV. HOW WE GOVERN OURSELVES. — THE VOTER	275



A Map to Illustrate Routes of Navigators to India



and America in the 15th and 16th Centuries.

A SHORT HISTORY OF THE UNITED STATES OF AMERICA.

CHAPTER I.

ACROSS A CONTINENT.

1. THERE is an office in the city of Washington which has a great many telegraph wires running into it. Messages are sent over these wires every day from all parts of the country, telling what the weather is; and every day messages are sent back from Washington to all parts of the country, telling what the weather is likely to be on the following day.

2. Thus the captain, who has his vessel in harbor, may know beforehand if a storm is coming, and whether or not he shall hoist anchor and set sail. The farmer may know if it is wise for him to sow his grain or harvest his crop. The gardener may know if there is to be a frost; and persons who are going on journeys may prepare for fair or for stormy weather.

3. The telegraph carries news in an instant from Washington to San Francisco, and from San Francisco to Washington; but if a person were to travel by rail across the country night and day, he would be a week on the road. If he were to set out from Eastport, the farthestmost town in Maine, to go to Brownsville in

Texas on the borders of Mexico, he would need at least as much time.

4. If he were to ride a horse from Washington to San Francisco, and travel two hundred and fifty miles a week, it would take him three months to make the journey. If he were to go afoot, and walk a hundred miles every week, he would be eight months on the way.

5. If our traveler were taking this walk from Washington to San Francisco, he would in a few days cross a great range of mountains known as the Alleghany Mountains. Then he would follow the course of the Ohio River westward. By and by he would come to the great river Mississippi, which flows through the country from north to south. He would have made about one third of his journey.

6. After crossing the Mississippi, he would follow the current of another river flowing into it from the west. That river and its branches come down from the Rocky Mountains, and our traveler would have to cross that range. He would then have gone about two thirds of the way.

7. Thus far, his journey would have taken him by many cities and towns, and past many farms ; he would have seen the smoke from chimneys of factories and furnaces, and he would have seen great numbers of men, women, and children.

8. The last third of his journey would be more desolate. It would lead him across almost uninhabited plains to another range of mountains, the Sierra Nevada, and so he would descend to the Pacific Ocean. His walk would have taken him across a continent.

CHAPTER II.

THE UNITED STATES OF AMERICA.

1. In making this journey across the continent, there is a point where our traveler might say in one breath, "I am in Ohio," and in the next breath, "Now I am in Indiana;" but he would not see any line separating the two States. In fact, he could cross the borders of ten States and two Territories. Sometimes he would pass through the capital of a State, and see the State House.

2. In Washington he might visit the Capitol, where men from all the States and Territories meet in Congress. He could hear their debates over the different plans proposed for making the country prosperous and orderly. He could go into the court-rooms, where the judges decide questions of law, and he might see the President at the White House.

3. He would hear the English language almost everywhere, but he might hear also the language of every people of Europe, and many languages of Asia. He would see white, black, copper-colored, and yellow people.

4. How happens it that in the part of North America occupied by the United States there are now about sixty million people; that there are villages and towns and cities, courts and schools and churches; that all the people live under one government?

5. When the fathers of some of us were living, scarcely a white man had crossed the Mississippi

River. When the grandfathers of some of us were born, there was no such thing as the United States. A few persons, not more than would now fill one of our cities, were scattered up and down the Atlantic coast. They called themselves English. They or their ancestors had come over from Europe to America.

6. But there was a time when the people living in Europe did not know there was any country like America on the other side of the Atlantic Ocean. They had never sailed across the sea. Let us imagine what America was like before there was any white man living in it, and what kind of men lived here.

CHAPTER III.

FIRST INHABITANTS OF AMERICA.

1. THE Europeans who came to America called the people whom they found here Indians. If one has never seen an Indian or a picture of one, he must imagine a man with a complexion like cinnamon, with long, coarse, black hair, small eyes, and a narrow, retreating forehead. His cheek-bones are higher than most white men's, and his lips are larger and thicker.

2. There are probably as many persons whom we call Indians now living within the United States as there were when the Indians were the only inhabitants of the country. Where are they? A few are in Maine, more in New York, in Michigan, Wisconsin, Minnesota, North Carolina, and Tennessee; but the greater part live west of the Mississippi River in places set apart for them by the whites.

3. Before the white men came, the Indians were scattered over the whole country. They did not differ greatly from one another in general appearance and ways of living, but they did not all speak the same language. They were separated into groups or tribes, and called themselves by different names, as if they were different nations.

4. One tribe, or collection of tribes, occupied one part of the country, another tribe another. There was plenty of room for all. The Indians living west of the Mississippi River were more savage, but in the southwestern part of the country there were tribes who lived then much as they do now. They had houses which they built in the sides of cliffs, and were gentler than most Indians.

5. The tribes which were most warlike, and most able to protect themselves against the whites when these came, were the Iroquois, who lived chiefly in what is now the State of New York, and the Creeks, who lived in the country now occupied by Georgia and Alabama.

6. How did these people first come to be in America? Nobody knows certainly, but there are signs that they, or men like them, had long occupied the land. In the valleys of the Ohio and Mississippi rivers are great mounds, built by human hands. Sometimes they are in the shape of animals. There is one shaped like a serpent, and others are said to be like birds.

7. These mounds differ greatly in their contents. From some of them human and other animal bones, earthen jars and images, stone pipes, and ornaments of copper, silver, and stone have been taken; in others nothing is found. Ashes have also been found in them, as if

great fires had been built; but whether these mounds were burial-places, or places of worship, or sites for rude houses, cannot always be told.

8. The Indians have built some of these mounds since white men came to the country. They say that their forefathers built others; and as far back as we can go there were Indians living on the continent. They were the first inhabitants of America of whom we know anything.

CHAPTER IV.

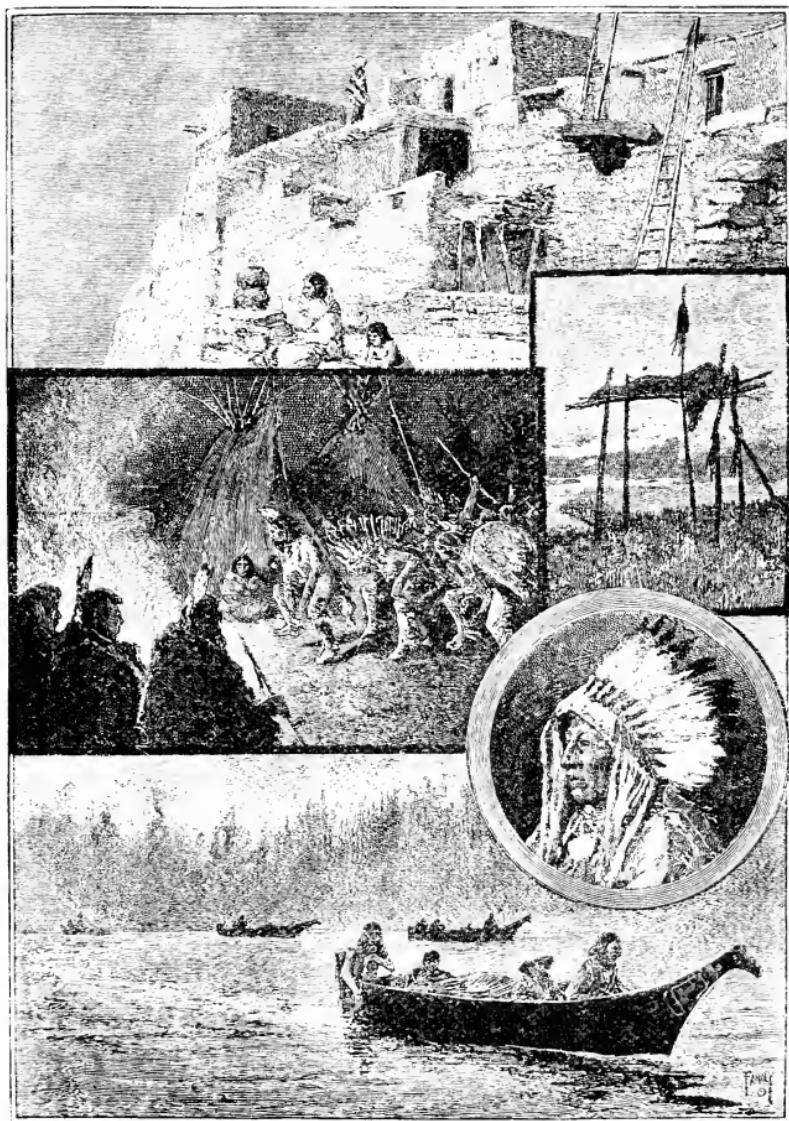
HOW THE INDIANS LIVED.

1. It was not hard for the Indians to live here before the white man came. There were plenty of fish in the streams and lakes; the woods held deer and foxes, and bears and turkeys, and smaller animals and birds; upon the plains were vast herds of buffalo.

2. They also had great fields of corn, beans, and pumpkins. There were many kinds of berries and wild fruits. If everything else failed, they could dig roots and eat them. They did not look forward very far, however, so that there were times when they suffered severely from want of food.

3. They roasted their meats over the fire, and they also had earthenware pots in which they made stews and cooked their hominy. Some tribes had no earthen pots, but used water-tight baskets, and heated the water by putting in red-hot stones. When they went on journeys, they took with them a supply of parched corn.

4. They lived out of doors so much that they learned to use the woods and streams, and animals and birds.



Scenes in Indian Life.

Cliff Dwelling. — War Dance. — Exposure of the Dead. —
Travel by Water. — Chief's Head.

The Indians of the north stripped bark from birch-trees and made canoes. Those of the south, where there were no birches, dug out boats from trunks of trees.

5. They used bows and arrows, and they tipped the arrows with bone or flint. Fish-hooks they made of bone, and fish-lines of twisted wild hemp or the sinews of animals. They made rude hatchets and spears, with blades and tips of stone. Many animals they caught in traps.

6. The buffalo was an animal, every part of which the Indian used. He cooked or dried the flesh for food. He tanned or otherwise dressed the skin and used it for his bed, and he cut it up for ropes and cords. The marrow served for fat. The sinews made bow-strings. The hair was twisted into ropes and halters, and spun and woven into a coarse cloth. The bones made war-clubs, and the shoulder-blades were used for hoes.

7. The Indians used the skin of the deer and bear and smaller animals for clothing, and covering for their feet, but they also wove cloth out of wild hemp and the inner bark of trees. They often ornamented the cloth with feathers, and colored their stuffs with juices and clay. They used fish-bones for needles, and sinews for thread. In winter they made snow-shoes out of bent wood and thongs of leather.

8. In the south, the houses were made of mud, or were caves. In the north, they were mostly tents of skin, or wigwams. The Indians built these wigwams by driving poles into the ground in a circle and bending them toward each other at the top. The poles were covered with bark or skins, and a bear's skin served for a door.

9. The fire was made in a hole in the ground, and some of the smoke escaped at the top, but a good

part of it stayed in the wigwam. The Indians had no matches, but they had a way of kindling fire by rubbing two sticks together.

10. The women, or squaws, as they were called, stayed at home when the men went hunting or fighting. They took care of the fields, dressed the skins, made the clothing and fishing-nets, and helped to build the wigwams, and to carry loads when the families moved from one place to another.

11. The children, or papooses, were often strapped to boards when they were little, and hung from the trees to swing in the air. As they grew older the boys learned to shoot and fish with their fathers, while the girls helped their mothers in the wigwams.

12. The tribes had villages, which were usually on the banks of some stream or lake where the fishing was good. Near the villages they planted their cornfields, and at the proper seasons they went into the woods to hunt. They had laws and customs, and they had a rude way of writing by means of pictures. From time to time they held counsels for debate as to what the tribe should do, and the strongest and wisest were among the number of their chiefs.

13. The tribes often fought with one another. When Indians went to war, they fought their enemies with bows and arrows, with spears, and with a kind of hatchet which they called a tomahawk. When an Indian killed an enemy, he scalped him. He was thought the bravest who had the largest number of scalps dangling from his belt.

14. To catch the beasts and birds and fishes, and to fight with success, the Indians needed to be quick runners, to have sharp eyes, and to be able to endure hard-

ship. They learned to know the signs of their game, and to find their way through the woods by little marks which few white men would notice.

15. In their games also they were strong and alert. They were famous ball-players; they jumped, ran races, shot their arrows at distant marks, and tried many feats of strength. They liked to dress finely, paint themselves with bright colors, engage in strange dances, tell stories, and sing songs.

16. Some of their dances were acts of worship. Many of the stories which they told were about the beginning of things. They made much of dreams, and tried to peer into the future, to make out what happened after death. They had many forms of worship, but for the most part they called the sun their god.

CHAPTER V.

THE FAR EAST.

1. How came the people in America to be called Indians? Did they call themselves by that name? India is a great way from America, far to the westward. Indeed, unless one lives on the Pacific coast, one is most likely to go from the United States to India by way of Europe.

2. Such a traveler would probably take a steamer through the Mediterranean Sea to Egypt. Then he would pass, by the Suez Canal, into the Red Sea, and thus on to Bombay. If he were going to China and Japan, he would cross the Indian Ocean, make his way through the East Indies, and so come to the end of his journey.

3. The countries of India and China and Japan were once all known by the general name of India. India was then much farther in time from Europe than it is now. There was no Suez Canal through which vessels could pass, and there were no swift steamers. Travelers could reach the far East only by slow and dangerous land-journeys across the continent of Asia.

4. Now and then some bold man would make the journey, and bring back strange stories of what he had seen. Besides, long trains of camels came from the East to the shores of the Mediterranean Sea. They were laden with costly silks, and gold and silver, and precious stones and spices. India was a rich and wonderful land to the people of Europe.

5. Once, great hosts of swarthy men of Asia crossed to Europe and Africa, and began to conquer those countries. They pushed along the southern shores of the Mediterranean Sea, and finally crossed the Strait of Gibraltar and took possession of Spain. There they built splendid buildings and carried on commerce with the East.

6. After many hundred years the Moors, as these men were called, were driven out of Spain, but only after hard fighting. The war cost a great deal of money, and the king and queen of Spain, as well as the rulers of other European countries, became more impatient than ever to get hold of the riches of India.

7. If their ships could only sail to the East! But the eastern shore of the Mediterranean Sea was a wall which they could not get through. Was there no way round? That was what they began to ask themselves.

and their bolder captains and sailors were trying to find such a way.

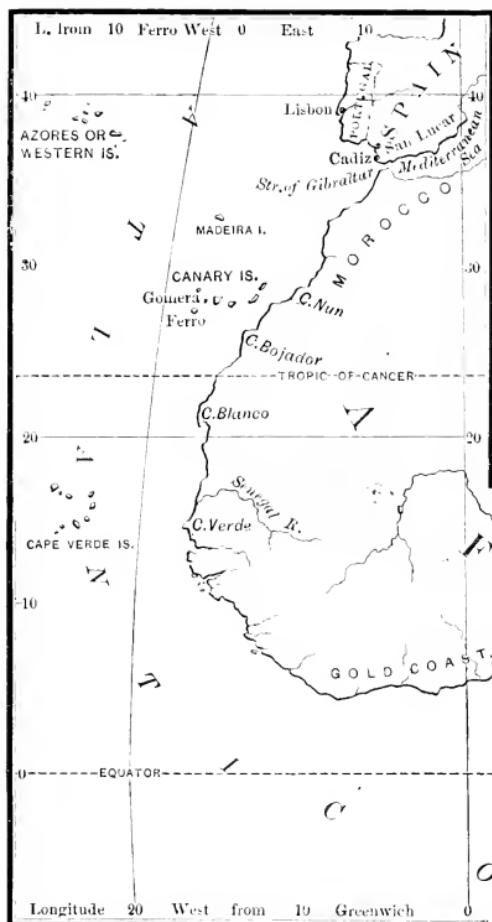
8. Before this time, ships had sailed in the Mediterranean Sea, and along the Atlantic coast of Europe. Sailors did not dare to go far out of sight of land, for they had no means of telling exactly where they were. They had no instruments by which they could reckon longitude.

9. Sometimes, however, they were driven by storms or heavy winds away from the coast. In this way the islands which lie to the westward of the coast of Africa were discovered. They afforded harbors into which Spanish and Italian and Portuguese vessels could run, and be made ready for new voyages.

10. The Portuguese were famous sailors, for their country was almost wholly on the seaboard, and had good harbors. They kept sailing farther and farther along the coast of Africa, wondering when they should come to the end of it. For seventy years they kept on trying, before they reached the Cape of Good Hope.

11. Meanwhile, others were asking if there were not a still shorter way to India. Learned men were very eager to find out all they could about the world on which they lived. Many were very sure the earth was a globe; if so, then it was clear that India could not be very far west of Spain, since it was such a great distance to the east.

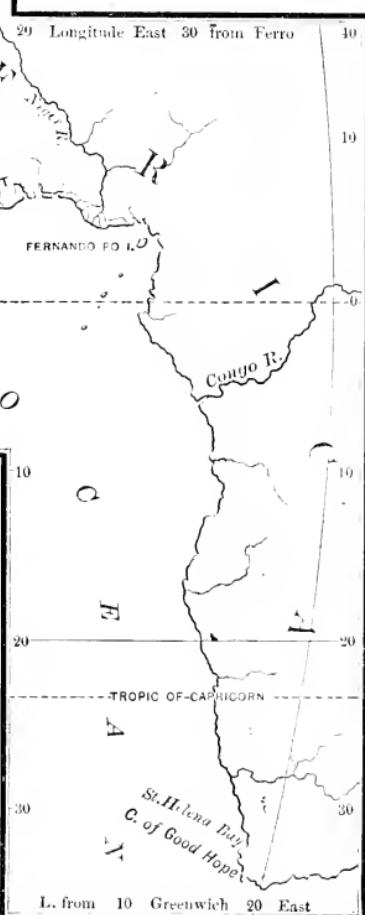
12. For they thought the globe much smaller than it really was. They did not suppose there was so much water. They knew how far it was to India if one went east: they reckoned that it could not be over three thousand miles if one sailed west.



Coast of Africa, Spain, and Portugal.

a globe. Suppose it was not a globe? Multitudes of people and some learned men did not believe that it was. Who had ever been round it? There were terrible stories told of great monsters in the ocean, and of dark regions out of which no one could come alive.

13. But no one had sailed across that ocean which stretched away to the westward from the shores of Europe. The farthest any one had gone had been to the Canary Islands. Besides, India lay to the west only if the world was



CHAPTER VI.

CHRISTOPHER COLUMBUS.

1. THERE were many who pored over their books and maps, and were persuaded that India could be found by sailing west. There was one who showed his faith by never resting until he had made the voyage.

2. Christopher Columbus was born in the province of Genoa, on the coast of Italy. His father was a weaver by trade, and the boy had his own living to make. He went to school until he was fourteen years of age, and then he shut up his books and went to sea.

3. To be a seaman in those days was to lead a very adventurous life. Many of the vessels were manned by pirates, and all were armed in case of attack. The captains needed to be brave and skillful men. They were merchants also, buying and selling goods. When they came to new countries, they would build forts and take possession of the land in the name of the king or prince in whose service they sailed.

4. For about fifteen years, Columbus led the life of a seaman and captain. There are stories of his having sailed with some of the Portuguese ships which pushed down the coast of Africa. There are other stories of sea-fights in which he took part; but it is hard to tell just what is true in the stories of the early life of Columbus.

5. He was not always at sea: while he was on land he was often engaged in making and selling charts. He talked much with learned men, who were trying to get a more perfect understanding of the surface of



Christopher Columbus, Discoverer of America.

Born 1436 (?): died 1506.

the earth. He read books written by the great geographers who had lived in earlier days. He talked with sailors, and he became convinced that there was a short route to India across the Atlantic.

6. When a great idea becomes firmly lodged in the mind of an earnest man, it is pretty sure to drive him day by day until he puts it actually on trial. That is the way it is with great inventors. They study and work over a machine, maybe, until they can think of nothing else, and their friends are very apt to say they have gone crazy over it.

7. It was very much so with Columbus. For ten years his great idea grew more firmly fixed in his mind. He went on farther voyages, going as far north, it is thought, as Iceland. Among the northern people he might easily have heard news which would make him more confident. Fishermen, hunting for new fishing-grounds, had pushed out to sea and come upon land far to the west. Hardy Norwegians had found Greenland, and there were dim stories of a country still farther west called Vinland.

8. Columbus could not carry out his plans by himself; he was poor. He had been too much absorbed in his great idea to get rich. So he tried to interest others. He went to the rich cities of Venice and Genoa. He is said to have sent his brother to England. He went with most hope to the king of Portugal, for Portugal was making great efforts to find a short way to India.

9. The council of the king shook their heads. But one of the number went privately to the king, and asked him why he did not quietly send one of his ships upon the plan which Columbus had proposed,

and put it in charge of some trusty captain. Then they would know if there was really any truth in his theory, and they would not be troubled by such a crazy fellow as Columbus, a mere dreamer.

10. The king had been half persuaded by Columbus, and he was mean enough to send a vessel secretly, but it went no farther than the Cape Verde Islands. The captain came back, and said the voyage was plainly impossible. He had not the faith of Columbus.

11. Columbus was indignant at such treatment. He would have nothing more to do with such a king, and he went in search of more honorable friends. Poor and forsaken,—his wife had died,—he traveled on foot with his little boy. He came to a Spanish convent on the way, and asked for food and shelter. The prior of the convent was a generous and a learned man. He took care of the travelers, and Columbus, as was his wont, talked of his great idea.

12. The prior listened and believed, and from that time Columbus had one firm friend. More than that, the prior called in some merchants of a neighboring port, and they, too, heard and believed. Now Columbus took new courage; he was not alone. Others had faith in him, and he would yet accomplish his great purpose.

13. He left his boy in the care of the monks at the convent, and went forward to see the king and queen of Spain: but he was not so near success as he thought. For eight more weary years he talked and argued. Spain was fighting the Moors, and he even entered the army to gain the good will of the king and queen.

14. At last there was a great victory over the Moors, and the king and queen seemed ready to listen to Columbus in earnest. He told his plans, and asked

for ships and men. They asked him what he wished for his share if he should really find new lands. Columbus replied that he must be governor of the lands, and have one tenth of all the wealth they brought.

15. The men who were acting for the king and queen said this was impossible. Columbus was now utterly out of patience with Spain. He mounted his mule and started for France. There a great king was on the throne, who would listen to him; he would see what an opportunity was offered him. So Columbus turned his back on Spain.

16. This was the decisive moment. His friends, who were now men of influence, went to the queen and urged her to recall Columbus. If he carried his great plan to France, Spain would lose the glory and gain of what was sure to be done. The queen was at last convinced; messengers were sent to bring back Columbus; and now his great idea was to be put to the test.

CHAPTER VII.

DISCOVERY OF THE NEW WORLD.

1. WHEN Columbus made his final agreement with Ferdinand and Isabella, the king and queen of Spain, he agreed to furnish one eighth of the cost of the expedition, and to be content with one eighth of the wealth which the new land should produce. He had no money, but the merchants who had listened to him at the convent lent the needed sum.

2. He was so happy at the thought of carrying out his great plan, that he promised to devote the riches he should gain to the recovery of the holy sepulchre at

Jerusalem, a religious object dear to Christians of that day. The sepulchre was in the hands of the Moslems, that is, of people who had the religion of the Moors, and Christians everywhere were eager to recover it.

3. Palos, a seaport of Spain, was in debt to the king and queen, and was ordered to fit out two vessels. Columbus was to provide a third, and to command the little fleet. But when he went to Palos, he found the town in an uproar. The people had heard of the expedition, and said it was sure death to go on it. Once more the merchants came forward, and not only offered their own vessels but agreed to go out in command of them.

4. The vessels of that day were small. Only one of the three which made up Columbus's fleet had a deck; the other two were open boats, not so large as many of the schooners which now sail from port to port on our coast. The provisions were chiefly dried fish, enough to last a year. Besides the sailors there were a number of Spanish gentlemen and priests. One of the great objects in discovering new lands was to convert the people to Christianity.

5. Fortunately for the expedition these small vessels met no severe storms to separate them, or drive them back. They stopped for repairs at the Canary Islands, and then pushed out into the unknown waters. The wind blew steadily from the east for a fortnight, and the sailors were afraid that they were entering a region where there were no west winds to drive them home again; but now and then the wind was against them, and their courage revived.

6. They came also into a vast floating mass of seaweed, extending for hundreds of miles, and were greatly

alarmed, for they feared the vessels would strike on hidden rocks and reefs. They passed through in safety, however. But the farther they went from Spain, the more terrified the men became, and Columbus had hard work to control them.

7. He was steering for Japan, as he thought ; but when he had gone as far as was supposed necessary to reach that country, he noticed birds flying and other signs of land to the southwest. So Columbus changed his course, and at last one night, watching anxiously, he saw a light in the distance. It moved about, and it was impossible to say what it was. It may have been a light in a canoe.

8. Early the next morning a sailor on one of the other vessels saw in the moonlight a low sandy shore. It was land at last, and when morning came Columbus and others took boats and went ashore. They discovered that they were on an island, and they set up a great cross and declared that the land belonged to the king of Spain.

9. It was Oct. 12, 1492, when Columbus set foot on this island, which was one of the Bahamas. He imagined it was off the coast of Japan or China. For several days he sailed about among the islands, and landed both on Hayti and on Cuba. He found a gentle, dusky people living on these islands, who looked with wonder upon the white, bearded strangers. They exchanged presents, and, as the islanders had a few gold ornaments, the Spaniards looked eagerly about for gold mines. They were looking for the riches of India.

10. Columbus returned to Spain in the following January. He took with him some of the natives and the simple gifts they had given him. He went in

triumph to the court of Spain, and told the king and queen of the wonders he had found. Above all, he had sailed westward three thousand miles, and found, as he supposed, a short route to India.

11. He made three other voyages, but it is not certain that he ever set foot on the continent of America, and he died in the belief that he had discovered the coast of India. Since he had sailed west, the islands were called the West Indies. The people who inhabited them were called Indians. By and by, as new discoverers landed on the mainland and found the same sort of people there, they still called them Indians.

CHAPTER VIII.

EUROPE AND AMERICA.

1. WE have seen how the Indians got their name, but how came America to be so called? No sooner had the great discovery by Columbus become known than explorers from all the countries of Europe set out on similar voyages; but it was a long while before they knew that a great continent lay to the west of Europe, and that a wide ocean stretched beyond that continent to the shores of China and Japan.

2. Thirty years after Columbus made his first voyage, a ship starting from Spain sailed round the world. Other ships followed, and the geographers who made maps and globes now knew that the world was much larger than had been supposed, and that there was far more water than land.

3. Although Columbus was really the discoverer of the new land, his name was never given to it. An Italian

who was sailing in the service of Portugal explored the land lying far to the south of the West Indies, and gave an account of what he had seen. His name was given to the land, and it was called America.

4. That was what we know as South America, but the name gradually spread to the whole continent. When the people of Europe, except the Spanish, spoke of the country lying to the west, they called it all America, but they still called the people Indians. The Spaniards long continued to speak of the western lands as the Indies.

5. It was a wonderful hour for Europe when a new world was found. It was as if people were waking out of a long sleep. The art of printing had been invented not long before, and the cities were full of restless men who were eager to travel, to read books, and to find great treasures.

6. The important kingdoms at that time were Spain, Portugal, France, and England. Spain naturally sent explorers to the countries lying near the West Indies. They crossed from Cuba to Yucatan, and conquered the rich country of Mexico. When they were firmly fixed there, they sent parties north into what is now California; and they conquered Central America and the countries on the Pacific coast of South America.

7. Portugal was a little kingdom, but it was a famous one. Portuguese ships first found a way round Africa to India, and Portuguese sailors discovered much of the eastern coast of South America. Thus Brazil came to be occupied by the Portuguese.

8. French fishermen, hunting for new fishing-grounds, had found the Banks of Newfoundland and the Gulf of St. Lawrence. So when the king of France was look-

ing for a short way to India, he sent out captains who took these fishermen with them.

9. They visited the Gulf of St. Lawrence again, sailed up the broad river, and in the name of France took possession of all the country about. They followed the river to the Great Lakes, and finally discovered the waters of a river flowing southward. It was the Mississippi, and courageous explorers sailed to its mouth.

10. The Frenchmen who thus went far into the interior of the continent were soldiers, missionaries, and traders. The missionaries lived among the Indians and tried to convert them to Christianity. The soldiers built forts. They found the Indian tribes at war with one another, and they took sides with one tribe against another.

11. The traders at the various mission stations and forts bought furs of the Indians, and in return sold them beads and knives. The French did not clear the forests and plant fields. They had a few gardens about the forts, and raised vegetables for the table; but there were not many French families living in the new land.

12. While the French were thus trading with the Indians, the Dutch came also for the same purpose. Their native land, Holland, was a small country, but every foot of the soil was cultivated. The people had even made new land by draining the salt marshes and building great dikes, or banks, to keep out the ocean.

13. Since they lived by the sea, and their land was crossed by rivers and canals, they were sturdy sailors. Their vessels sailed into every port of Europe, and they early found their way round Africa to India. They grew rich by trading, and built great cities and towns.

They had been subjects of Spain, but they fought this most powerful kingdom of Europe and won their independence.

14. In the year 1609 the Dutch also were looking for a shorter route to India, and found what is now the



Dutch and Indians trading.

great bay of New York, and the noble river which flows into it from the north. A Frenchman, coming through the woods from the north, discovered a lake to which he gave his name, Champlain, and the same year an Englishman, in the employ of the Dutch, sailed up the river as far as where Albany now stands. His name, Hudson, was afterward given to the river.

15. The Dutch were disappointed that they had not found India, but they sent their ships to the great bay and river. They also established forts and trading-places at Albany, at New York, and about the bay. They traded with the Indians for furs, but they also began to send out companies of men and women as settlers. Their rich men took possession of great tracts of land near the river and bay, for farms.

CHAPTER IX.

ENGLAND AND AMERICA.

1. ONE other European nation was to have a still more important place in America. Five years after Columbus made his first voyage to the West Indies, an English vessel, commanded by one Cabot, crossed the Atlantic and visited the eastern coast of North America.

2. Like others, the English were hunting for a short route to India. At first they avoided the track of the Spanish and Portuguese, and sought for a northern route. They tried to sail round Norway and by the north coast of Asia. Then they tried the northwest passage, but were caught in the ice and found it impossible to make any headway by that route.

3. Meanwhile the nation was growing stronger and more willing to run the risk of fighting Spain. Its brave captains sailed the south Atlantic, seized Spanish ships, and attacked Spanish towns. From being a nation of farmers, the English were fast becoming a nation of sailors, merchants, manufacturers, and fishermen.

4. A hundred years passed after Cabot made his voyage, before English people began to settle in America:

but during that time English captains were sailing along the Atlantic coast. Just as the Spanish called the West Indies, and the countries lying about the Gulf of Mexico and parts of South America, their own, and as the French declared that the lands along the St. Lawrence, the Great Lakes, and the Mississippi belonged to them, so the English claimed all the country extending from the St. Lawrence to Florida.

5. They even claimed the country where the Dutch had their trading-posts, but at first they did not interfere with the people living there.

6. Toward the end of the hundred years, great changes began to show themselves in England. There was an increase in the number of poor people. Long wars had used up the money of the kingdom, and had left many families without fathers and husbands. Food cost more, and it was not so easy to get a living.

7. Besides, when the wars ceased, there were a great many soldiers and idle persons, who were restless and discontented. They could not settle down to hard work at home, and they were kept on the alert by the stories brought back by sailors and travelers.

8. There was a change going on also in the religious life of England. Formerly, the king and people had regarded the Pope at Rome as head of the Church. Now, the kingdom had declared that the Church in England was independent of the Pope. Moreover, many said that the Church needed reforming, and they altered customs which the Pope declared necessary.

9. Not only so, but among the members of the Church of England there were many who said that the changes made were too slight, and some refused to have anything to do with this Church. They would worship



William Penn, Founder of Pennsylvania.

Born 1644; died 1718.

God as they believed they ought to worship Him, even if they were cast into prison for it.

10. Thus, for many reasons, England was coming to be an uncomfortable place to live in, or its people were eager to try their fortunes in the new land across the water. A little more than a hundred years after Columbus discovered the New World, Englishmen began to flock over to it.

CHAPTER X.

THE FIRST ENGLISH COLONY.

1. In the year 1607, three small ships, carrying about a hundred persons, sailed up the James River, in Virginia. These Englishmen were looking for a good landing-place, and they chose finally a low peninsula. Here they began to build huts and to settle themselves.

2. They could hardly have chosen a worse place; the river has already washed over the ground on which the first huts stood, and by and by the whole of the peninsula will be under water. Little now remains to mark the old settlement but the ruins of a church-tower and some old tombstones. Yet the place is famous as that where the earliest English colony in America was planted,—that is, the earliest that lasted.

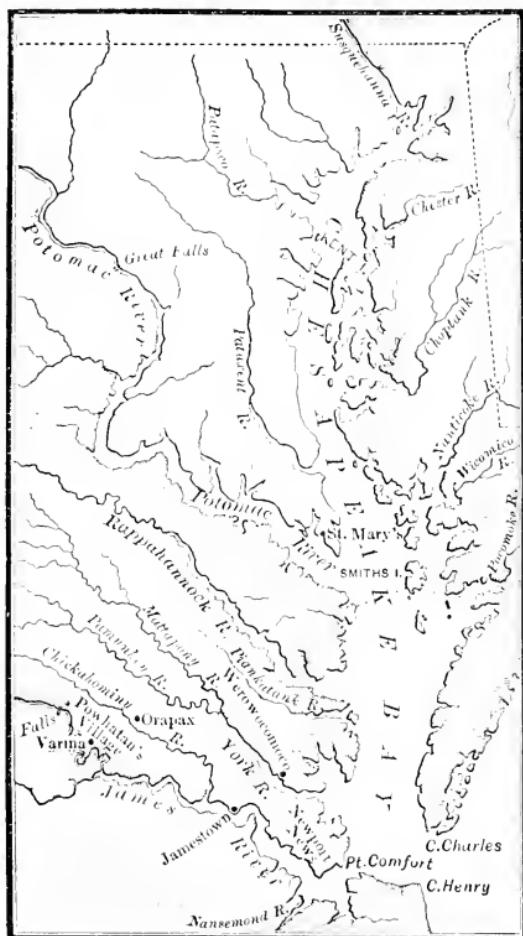
3. The settlers named the place Jamestown, after James I., then king of England. The country bore the name of Virginia, a name given to it by the voyagers who came there in the reign of Elizabeth, the virgin, or unmarried, queen of England.

4. King James had given to a company of Englishmen a charter, or right to establish colonies in America.

This company, when it sent out the settlers, hoped for two things,—to find gold, and to discover some quick way from Virginia to India. So they sent out no families, no wives and children, but only men.

5. The men in this first company were of all sorts. Some were well-fitted to work in the new country. The greater part, however, had never worked at home; at any rate, they were not the kind to use axes in the woods, for they were gentlemen, jewelers, gold-refiners, and one was a perfumer. The jewelers and gold-refiners, perhaps, were to work the gold: for everybody was crazy to find gold.

6. They found some shining dust which they fancied to be gold, but it was only what is known as “fool’s gold.” They loaded a ship with the useless dirt, and sent it back to England, but fortunately they sent in the same ship twenty turkeys. So the ship did not



Early Virginia.

have a wholly useless cargo, for these turkeys were the first ever seen in Europe.

7. It chanced that some Englishmen had tried, a few years before, to make a settlement not many miles away. They had failed, and the settlement perished miserably, but not before the settlers had angered the Indians who lived near, by unjust treatment of them.

8. Thus, when this new company of Englishmen came, the Indians watched them closely, and did not show clearly whether they would be friends or enemies. Not long after the settlement was begun, the Indians attacked the colonists while they were planting corn; but presently a treaty was made with the chief Indian, Powhatan, and for a time the colony had peace.

9. Indeed, in the first summer the Indians saved the colony from a dreadful end. The whites were not used to the country. They had made their first settlement in a marshy spot, and sickness seized them. Half the colony died, and the rest would have perished of hunger if the Indians had not brought them corn and other food.

10. The colony had a hard struggle in its early days, but the company in England sent new settlers, and among them women and children. Yet, three years after the first coming, the people were so discouraged that they actually abandoned the settlement and made ready to sail back to England. Just as they started, two ships came sailing up the river bringing new colonists and provisions. The people turned back and began again to occupy the land.

11. From this time, Virginia grew and prospered. Plantations were formed up and down the rivers. The colonists raised tobacco, which they shipped to England, and sold it there for a high price. This was the chief

industry of the colony. For a long time debts were paid in tobacco, and accounts kept in it.

12. Best of all, in a few years it was found impossible to govern the people from London, and they were allowed to choose their own law-makers and make their own laws; but the governors were still sent from England.

CHAPTER XI.

CAPTAIN JOHN SMITH.

1. WHEN King James gave a charter to the company that was to settle Virginia, he appointed seven men to be the rulers of the colony. Their names were written on a paper, which was put in a box, and that was carefully sealed, and was not to be opened till the expedition should reach Virginia.

2. Of these seven men, only one is famous, Captain John Smith. He was about twenty-eight years old at the time, but already he had seen a great deal of the world. He had been a sailor and a soldier; he had fought in wars with the Turks; he had been taken prisoner and sold as a slave; he had been engaged in sea-fights with the Spaniards. And so, after a great variety of perilous adventures, he had joined this company.

3. He was a hot-headed man, and got into difficulty with his companions. But he was a masterful man, and the colony came to look to him for guidance. He was full of courage, and a man of strong common-sense. When others despaired, he rallied them and took the lead. He conducted parties through the woods and by the rivers and bays, to explore the country. On one of

these expeditions he was captured by some Indians and taken before Powhatan, and this is the story he tells of his adventure.

4. He had been with his companions in a fight with some Indians, and two of the Indians had been killed. Powhatan therefore determined to put Captain Smith to death, and commanded that he should be laid on the ground, with his head on a stone. Just as an Indian with a club was making ready to beat out the captive's brains, Pocahontas, the daughter of Powhatan, rushed forward and seized Smith's head in her hands. Then she begged her father to spare his life. The chief relented, but kept the white man for some time in his village, making ornaments for Pocahontas.

5. After Smith was released, the Indian girl came often to the village of the whites. She stood between them and the Indians. Once, when they had no food, she came with other Indian girls, bearing baskets of corn; and once she did an equal favor to her own people, for Powhatan sent her to make peace for him with the English.

6. The whites, seeing how much she was thought of, seized her when they were in danger, and shut her up in the fort they had built. They would not let her go until Powhatan promised not to injure them. So long did she remain with them, that one of the colonists, named Rolfe, became very fond of her, and wished to marry her.

7. To do this, he needed to gain the consent of the governor of the colony, who gave it, because he thought such a marriage might make the whites and Indians live more peaceably together. Rolfe took Pocahontas to England, where she was called an Indian princess, and

was made much of by the king and the court. She died there, however, before she could return to Virginia. There are a good many persons now, in Virginia, who trace their origin back to Pocahontas.

8. Meanwhile Captain Smith had left the colony. He had faith in America, and believed that there would one day be a great nation here. But he was a restless man, the colony in Virginia was unmanageable, and the English company in London was trying to direct its affairs three thousand miles away.

9. A new governor was sent out, and Smith went back to England. Afterward, he made a voyage to the New England coast, and carried back a map of it which he had drawn. The accounts which he gave of the country interested many people and led them to think of sending out parties to occupy it.

10. Captain Smith never went back to Virginia. He saw Pocahontas when she was in London, and the stories which he told of her made her very popular. He said that she had saved not only his life, but the life of the colony.

11. It was true that she had; but, after all, Smith was the one who had most to do with the early history of Virginia. It was his courage, faith, and resolution that held the people together, and his wisdom and boldness that made it possible to keep on friendly terms with the Indians.

CHAPTER XII.

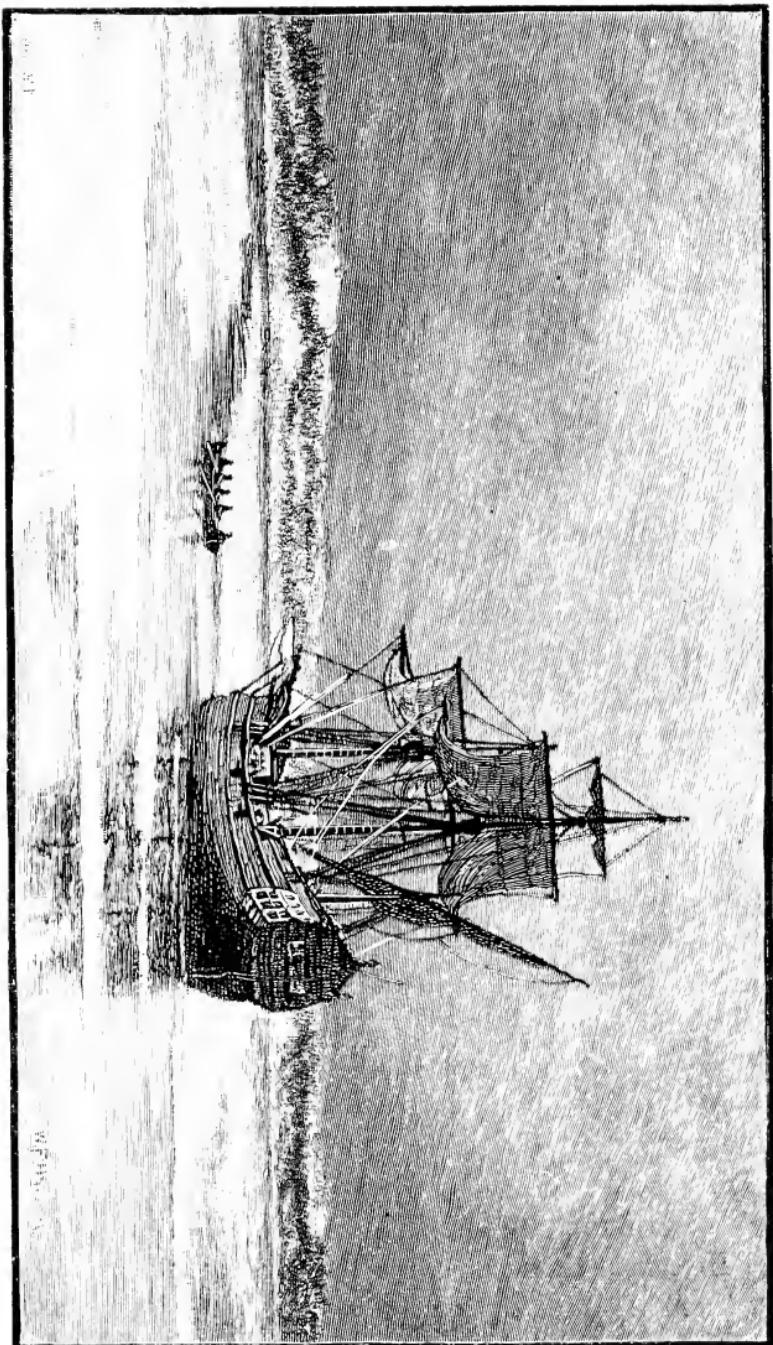
THE PILGRIM FATHERS.

1. WHILE the English were thus beginning to occupy Virginia, there was a small company of men and women who had gone from England to Holland. They were persons who had separated from the Church of England. They declared that the Church commanded things to be done, and to be believed, which were not right. Rather than obey, they would leave England.

2. They lived for the most part near the North Sea, and it was not far to Holland ; but when they set out to leave their country, they met with many difficulties and dangers, for the magistrates and rulers in their neighborhood tried to detain them. Nor did they feel at home in Holland. The people there, to be sure, had much the same religion, but they spoke another language, and had customs which were unlike English customs.

3. So, when stories were told of the wonderful land across the sea, the English people in Holland determined to go there. They meant to find a place where their children could grow up in English ways, and where they could be free to lead a religious life after their own belief, as they could not be free in England.

4. There were merchants in London of much the same way of thinking, who formed a company to send these people to America. At first, two small vessels were fitted out, the "Speedwell" and the "Mayflower," both names of English flowers. The "Speedwell," however, proved unseaworthy and had to put back. At this, a few of the company gave up going. The rest crowded



The Mayflower in Plymouth Harbor.

into the little “Mayflower,” and sailed out of Plymouth Harbor in England.

5. There were a hundred and two persons who thus set out for the new land. One died on the voyage, and a child was born, so that the number remained the same. They meant to land somewhere near the mouth of the Hudson River, but rough weather beat them off; it was said indeed that the captain of the vessel had been bribed by the Dutch to keep away from their settlements. They took refuge finally in the harbor of what is now Provincetown, at the extreme end of Cape Cod.

6. Here they cast anchor. One of their number, who afterward wrote a history of their doings, says: “Being thus arrived in a good harbor and brought safe to land, they fell upon their knees and blessed the God of heaven who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element.”

7. Because they had thus long been wandering; because they had left England for Holland, and, after staying in a strange land for twelve years, had crossed dangerous seas; and because all this was that they might serve God in the way they thought the only true way, these people have come to be called Pilgrims. The same historian has written further:—

8. “May not and ought not the children of these fathers rightly say: ‘Our fathers were Englishmen which came over this great ocean, and were ready to perish in this wilderness; but they cried unto the Lord, and He heard their voice and looked on their adversity’? Let them therefore praise the Lord, because He is good, and His mercies endure forever.”

CHAPTER XIII.

THE PLYMOUTH COLONY.

1. THE land where the Pilgrims had first touched was not a good place for a settlement, so they sent out parties to find a better. At last the "Mayflower," with all on board, sailed along the inside of the cape and entered a harbor, now known as Plymouth Harbor.

2. A low line of hills sloped to the water's edge or fell off in an abrupt bluff. A brook of pure water flowed into the harbor, and some pleasant springs were on the hillside, and this abundance of water chiefly decided the Pilgrims to make their home there.

3. It was the twenty-first day of December, 1620, when they began to go ashore. They did not all leave the "Mayflower" at once and take everything out of the vessel. It was winter, and there were no houses for shelter; besides, they were afraid lest they should be attacked by the Indians. When exploring the coast they had seen some Indians, and had been shot at by them.

4. So, while most of the women and children remained for a while on board the vessel, the men went back and forth, and busied themselves with getting the place in readiness. They built a rude house twenty feet square, to serve as a common shelter for a time; and they built a platform upon which they mounted some guns.

5. Little by little they were able to build separate houses for the different families, and they laid out the land so that each might have a field and garden. There was some land, however, which was called common, because all the people had a common right to it.

6. In many New England towns and cities there are to-day public parks which are called commons. Such a one is Boston Common. It is a pleasure-ground now, planted with trees and laid out with walks; but when it was first marked out, it was not intended for a park. It was land where any one could pasture his sheep or cows, or let his geese and ducks find food. Within the memory of men now living, cows were pastured on the Common. It was only when the city grew so dense that nobody kept cows or sheep, that the Common became a park.

7. To return to the little settlement at Plymouth. The money needed to bring the Pilgrims over, and to buy tools and clothing and other necessary articles, had been furnished by the company of London merchants. Some of the colonists shared in the expense, but most were poor. All the earnings of the village were to go into one common stock, to be paid to the merchants after each family had received what it actually needed.

8. In fact, the colony was not unlike one of the great factory or railroad corporations so common nowadays. Certain persons have shares in the corporation; that is, they have given money to carry on the railroad, let us say. Then, after the road has been made, the cars and engines have been built, the coal has been bought, and the workmen have been paid, the earnings of the railroad over and above all these expenses are divided among the shareholders.

9. It was somewhat thus at Plymouth; but there was not much to be earned at first. The colonists could scarcely provide for themselves. The plan did not work very well, and after a three years' trial it was given up. It was found that when each family had its own piece of ground, it thrived better.

10. The first winter in Plymouth was a sore one for the Pilgrims. They could not be comfortable or well either in the little ship or in the rude huts on shore. Half of the number died, and at times there were only six or seven persons who were really well. These had to fetch the wood, make the fires, cook the meals, and care for the sick and dying.

11. Shortly before the Pilgrims came, there had been a plague among the Indians, and great numbers had died. For this reason the colonists were not so much molested, though the Indians whom they saw were not at first very friendly. By and by, however, there was a better understanding. One of the Indians, named Squanto, had learned a little English, and when spring came he showed the colonists how to plant Indian corn, and where they could catch the best fish.

12. By the end of March, all who had lived through the winter were housed in the little village, and in April the "Mayflower" sailed back to England. Though the Pilgrims had suffered such hardships, not one returned in the vessel. They stood by one another, and sent brave words to their friends in England. It was a rough country to which they had come, and there were savage men and wild beasts, but here they could live as they wished to live.

13. They could worship God as they thought He desired to be worshiped. This made them willing to endure hardships. They chose those who should be ministers in their church and rulers in their little settlement. By and by other vessels came, bringing more families. The colony did not grow very fast, but it was soon to have more prosperous neighbors.

CHAPTER XIV.

THE PURITANS.

1. For eight years, the Pilgrims at Plymouth were almost the only white men on the shores of Massachusetts Bay. Here and there, an Englishman had made a clearing in the woods, and tilled his farm, or fished and hunted. Then a settlement was formed on Cape Ann, and named Salem. It was at first intended chiefly for the convenience of English fishermen, who came in greater numbers every year to fish off the coast.

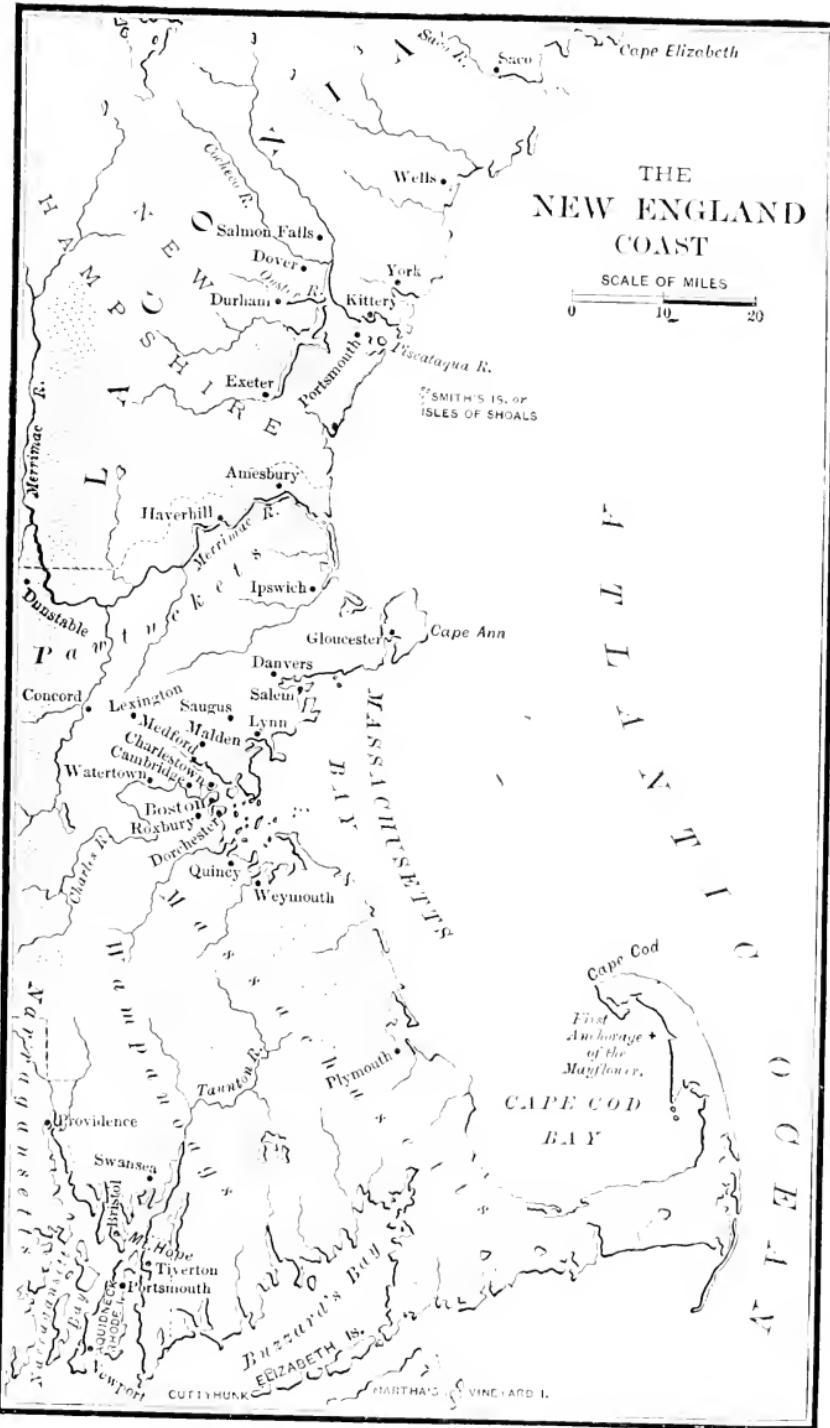
2. Meanwhile, people in England were becoming very much disturbed over the condition of affairs in that country. Many feared that the king was planning to rule without a Parliament. Parliament is like our Congress, composed chiefly of men chosen by the people to make laws, and to decide what taxes shall be ordered for the support of government. To rule without a Parliament would enable the king to tax the people without their consent, and make wars on other nations whether the people wished it or not.

3. At the same time, those who feared this were afraid, also, that the Church would take sides with the king. They knew that the Pilgrims, and others like them, had been obliged to leave the country, or had been imprisoned, for refusing to obey the Church. Now they feared that the bishops were willing to lead the Church back to submission to the Pope at Rome.

4. The people who thus feared were nicknamed Puritans, because they said they were seeking purer Church ways; but they were still members of the Church of England. They were very much in earnest, and strongly

THE NEW ENGLAND COAST

SCALE OF MILES
0 10 20



opposed to those who sided with the king in his struggle with Parliament.

5. It looked very much as if there might be a war in England some day, and many of the Puritans resolved to be in readiness for it. If old England was in danger, they would build a new England across the seas. They knew of the Pilgrims at Plymouth, they had helped make the settlement at Salem, and now they planned for a larger and more important colony than either of these.

6. They already had a trading company under the title of "The Governor and Company of the Massachusetts Bay in New England." Instead of staying in England and sending out colonists to America, the members of the company determined to take their families, and all their goods, and cross the seas to the land on Massachusetts Bay which King Charles had given them.

7. The company contained many persons of importance. They were men who, if they stayed in England, would very likely be members of Parliament, or learned ministers, or wealthy merchants. Chief among them was John Winthrop, whom they chose to be their governor. In the spring of 1630, about a thousand persons thus crossed the Atlantic, bound for Massachusetts Bay.

8. At first, a large part of the company began to occupy a peninsula between the Charles and Mystic rivers, which they named Charlestown. A hot summer followed, and the springs were low, so that many were taken sick. Across the Charles River was another peninsula, with three high hills upon it, from which it received the name of Trimountain, and the people in Charlestown could easily look across to it.

9. Only one man was living there, a minister named Blackstone, who had strayed over from England. When he saw in what trouble the people in Charlestown were, he proposed that they should come over to his place, where there were excellent springs of water and plenty of room for all.

10. Thus, while a few families stayed in Charlestown, most of the people moved over to Trimountain in September. At a meeting of the General Court, as the parliament of the little colony was called, it was agreed to call the place Boston. This name was given because many of the principal people came from Boston in England. Trimountain went out of use; but Tremont, the name of a street in Boston, is the same as the old word.

11. It would not be easy to see the Boston of Winthrop's day in Boston as it is now. It is no longer a peninsula. The narrow neck, which joined the pear-shaped Trimountain to the mainland, has been widened by filling in the marshes on either side with earth. The three hills which gave a name to the place have been so leveled, that the only high point left is that on which the State House stands.

12. One of the first buildings which the settlers raised was the meeting-house, standing nearly opposite the site of the old Merchants' Exchange on State Street. It was a low, one-story building. In it the townspeople met, not only for worship on Sunday, but for all public meetings, until the Town House was built, more than twenty years later. That stood where the old State House stands.

13. Since the chief settlements were on the shores of the bay, the people very soon built vessels and engaged in fishing. They sent fish and lumber to England, and their vessels also began to trade with Virginia and with

such settlements as sprang up along the coast and in the West Indies.

14. Everybody worked, from the governor down. John Winthrop was many times chosen governor, and he was the chief man in the early years of the colony. So long as he had anything himself, he was ready to give it to his poorer neighbor.

15. There is a story told of the first winter in the settlement. No ship had come in for a long time, and the people were having a severe experience. They had not yet been able to plant the ground and reap a harvest, and their provisions had given out. Many were keeping alive on clams and mussels, acorns and nuts.

16. The governor had his last batch of bread in the oven, and was giving the last handful of meal in his barrel to a poor man who had none. Suddenly, in the harbor appeared the long-looked-for ship. So, on that 22d of February they had a day of thanksgiving, for, at first, thanksgivings and fast-days were not on certain regular days in the fall and spring; they were appointed from time to time, whenever the people had anything notable for which to give thanks or for which to be sorry.

CHAPTER XV.

NEW ENGLAND IN AMERICA.

1. THE Puritans, very soon after they had taken possession of the peninsula of Boston, provided a school for their children, and made the beginning of Harvard University, in Cambridge. They had come to stay, and they meant to have, in this country, what they most cared for in the country they had left.



Alexander Hamilton.

Born January 11, 1757; died July 12, 1804.

First Secretary of the Treasury

2. They brought no bishops with them. Their ministers had been priests in the English Church, and most of the colonists were members of that Church. But now they formed their churches anew, and left out all those customs which had troubled them at home. They banded themselves together for religious purposes, and chose their own preachers and teachers.

3. They were English subjects, and they professed to be governed by English laws; the charter from the king required that they should do nothing contrary to the laws of England. But they were three thousand miles from England; they had a General Court for settling their own affairs; they chose their own governor and other magistrates; and as they were pretty much all of one way of thinking, they made such laws as seemed to them to suit their needs. Especially they gave great heed to what the Old Testament said, for they thought they were in very much the same way as the Jews. Like them, they had been brought into this land of Canaan, they said, by the hand of God.

4. For ten years, ships were constantly bringing new colonists from England. It was a troubled time in the old country, and many families were anxious to get away before war broke out. These immigrants were hard-working men and women,—farmers, blacksmiths, carpenters, millers, masons, fishermen, merchants, and many ministers. The ministers were the learned men, and the people looked to them for advice.

5. Towns first sprang up about Massachusetts Bay, but soon the new-comers pushed farther out into the wilderness to get more room. Explorers found the fertile valley of the Connecticut River, and some of the Plymouth colony wished to settle there. The chief set-

lement near Hartford was from the towns of Watertown, Dorchester, and Cambridge, at that time called Newtown, near Boston.

6. It took a great deal of courage to make these moves, and the people met with severe hardships. One fall, five years after Boston was founded, a large party of men, women, and children set out for the Connecticut River, driving their cattle before them. They sent their goods around in vessels. It was winter before they reached the end of their journey. The vessels had been forced to put back to Boston, for the ice blocked their way. Some of the settlers made their way back through the woods to their old home; some remained, living on a little corn and on roots and by hunting, till spring came.

7. The little towns about Hartford appointed committees, and these committees met and formed a General Court for the transaction of such business as the towns had in common. So began the colony of Connecticut. Afterward a colony was established in New Haven, by persons who came direct from England.

8. A generation later, the New Haven colony became a part of Connecticut; but, until a few years ago, the two original colonies were represented in the State of Connecticut by two State capitals, one at Hartford and the other at New Haven.

9. Some years before the time of which we are reading, a Dutch captain had sailed into Narragansett Bay and named the island he saw there Rhode Island, or red island. The State of Rhode Island is the smallest in the United States. Maryland would hold ten such States, and Texas more than two hundred; but it had an interesting beginning.

10. The Puritans had hardly settled themselves in Massachusetts, before they fell into trouble with some of their number. When people are very much in earnest, especially about matters of religion, they are apt to think that every one ought to agree with them. The Puritans had established a government and church after their own ideas, and now certain persons not only disagreed with them, but said so openly.

11. One of these was a young minister named Roger Williams. The magistrates compelled him and others to leave the colony, and Williams went through the woods to Narragansett Bay. He began the settlement of a place which he called Providence, because of "God's merciful providence" toward him. His hard experience led him to see more clearly that the State ought not to interfere with a man's religious belief, and he and others helped to make Rhode Island a refuge for persons driven out of other colonies.

12. Between the Massachusetts colony and the French settlements to the north there was a wild country, very little known. Along the coast were good harbors and fishing-stations, and solitary settlements were made here and there. On the rivers, too, farms were started; but the farmers built high picket fences about their houses for fear of the Indians. What is now the State of Maine was, until 1820, a part of Massachusetts.

13. For a long time Massachusetts tried also to get control of the settlements in New Hampshire, and did for a time govern them. The colony took its name from Hampshire in England, because the king had given the governor of that county a large part of the territory in which these settlements were formed.

CHAPTER XVI.

THE SETTLERS AND THE INDIANS.

1. WHENEVER an English company or an English nobleman wished to plant a colony in America, the first thing to be done was to get a charter from the king. The king was said to own all the land and to have the right to parcel it out among his subjects ; and as the country had never been surveyed, the different colonies often had quarrels over the correct boundaries.

2. But neither Spanish, French, Dutch, nor English troubled themselves greatly with the thought that the Indians were the real owners of the land. They saw that the Indians roamed from one place to another and had few villages. There was plenty of room for new-comers.

3. Sometimes the settlers bought land of the nearest Indians. They gave presents of beads, or cloth, or knives, and sometimes guns and powder and shot ; in return, the Indians put marks at the bottom of papers, by which they agreed to give up their lands to the whites. They did not at first understand what this meant. They did not suppose that the whites meant to prevent their living and hunting on these lands.

4. There is an old story of an Arab and his camel. The camel put his head into the Arab's tent one stormy day, and begged to be allowed to keep it there out of the wet ; by and by he asked if he might not dry his shoulders too. The Arab was good-natured, and let him do so. Little by little the camel worked his way into the

tent till he was wholly inside. Then there was not room for both, and the Arab had to go outside.

5. Something like this happened between the Indians and the settlers. But the settlers were not wholly selfish. Just as the Spaniards took priests with them to convert the Indians, so the English colonists hoped to convert the savages into whose country they came. One of the chief reasons for founding Harvard College was that there might be a place in which to educate Indians.



A Stockade.

6. One of the New England ministers, John Eliot, was so earnest that he devoted his life to Christianizing the Indians. The Indians had no written language nor any books, but Eliot and others listened to their words, wrote them down with English letters, and so made a written language, and translated books into it. Eliot translated the Bible, and, for this and other labors, early received the name of the Apostle Eliot.

7. The Puritans, however, did not understand the Indians very well, and tried to make English Puritans out of them instead of good Indians. The Indians saw the

whites settling on their lands, and quarrels easily arose between the two peoples. It was not long, therefore, before the Indians in New England treated the whites as their enemies.

8. The red men did not form companies as the whites did, and march in armies. They would steal out of the woods in the night, and appear suddenly at some lonely farm-house or remote village. They burned houses and killed people, and sometimes carried women and children into captivity.

9. Only six years after Boston was settled, and a year after the first settlements had been made about Hartford, there was an Indian war, chiefly in Connecticut. It ended almost in the extinction of one tribe of Indians, but it made the Indians hate the English more bitterly, and watch every opportunity to do the white men mischief.

CHAPTER XVII.

EARLY NEW YORK.

1. JUST as there was a New England, and, farther to the north and west, a New France, so there was in America a New Netherland. It was the country lying along the Hudson River. Here the Dutch, from the Netherland in Europe, had their trading-posts; before the Pilgrims had landed at Plymouth, they had built a few huts on the island where New York now is, and a fort near the site of Albany.

2. The Dutch were merchants and sailors, and they cared most to trade with the Indians for furs. They could go in their ships up the Hudson River, into the heart of the Indian country, and they tried to get pos-

session of the Connecticut River for the same purpose ; but the English settlers there drove them off.

3. They had little trouble with the Indians, and very early made a treaty with them on the banks of the Hudson, two miles below Albany. The Dutch and the Indians gathered there, and went through certain ceremonies. They passed a pipe from one to another, and each took a whiff at it, which meant they were friends : they all held a belt, which meant that there was to be union among them ; and they buried an Indian tomahawk in the ground, as a sign that no one was to throw a tomahawk at another.

4. The Dutch West India Company in the Nether-land, or Holland, managed affairs in New Netherland, just as similar companies managed affairs in Virginia and New England. It took care to buy land from the Indians, and sent out families to occupy the country.

5. For about sixty years the Dutch continued in pos- session, but the English were all the time crowding upon them. The people in Connecticut crossed over to Long Island and formed towns there, and began to claim all the country about as belonging to England. The Dutch at home were weak, and finally the English king sent some ships and men, and seized New Netherland.

6. New Netherland now became New York, receiving its name from the king's brother, the Duke of York, and New Amsterdam became the town of New York. The Dutch rule ended, — though the Dutch recaptured the place a few years later and held it for a year, — and the English rule began. Englishmen came into the town and the country in increasing numbers.

7. But the old Duteh ways were slow in disappearing. Even now, one may hear the Dutch language spoken by market-women on the Hudson. Up and down the river, and along the bay, are names of places which were given by the Dutch. Staten Island, Sandy Hook, or cape, are Dutch names. "Kill," which means a brook, is found in Fishkill, Catskill, and the like.

8. For a long time, the Dutch families not only kept Dutch names, but were very careful to keep up old Dutch customs. Many of these customs became common also among the English. The custom of making calls on all one's friends on New Year's Day was an old Duteh custom; and a New Year's cake, after a Dutch pattern, used to be given to children.

9. Some years ago an old lady in Albany, of Duteh descent, was called upon by a learned Dutch gentleman. She talked the Dutch language with him easily, but he said that it was not the Dutch which he spoke; it was the Dutch of two hundred years ago. Language, like dress, changes; and in Holland the language had been growing and changing all this time. Here in America, the language used by the first Dutch had been used by a few people only, and so had not greatly changed.

CHAPTER XVIII.

WILLIAM PENN AND THE FRIENDS.

1. WHEN the English took possession of New Netherland and named it New York, they also took the district lying to the south, where the Dutch had other settlements. They called it New Jersey, and invited English people to settle there.

2. Among those who bought large tracts of land were two Englishmen, who had a dispute about their property. They called in a third, named William Penn, to help them settle the dispute. Not long after, Penn bought the land which one of them owned, and a few years later, in 1682, came himself to America. It was not to New Jersey, however, but to Pennsylvania that he came.

3. Pennsylvania means "Penn's woodland." The country occupied by the great State of that name was once, for the most part, covered with forests, and was a present to William Penn from the king of England, Charles II. The present, to be sure, was in payment of a debt which the king owed to William Penn's father, who was an admiral in the English navy. It was in honor of the admiral that the king insisted that the country should be called Pennsylvania.

4. William Penn accepted the gift, but not because he wanted a vast farm upon which he could be a lordly master. He was one of a number of Englishmen who called themselves Friends, and were called by others Quakers. These Friends could not live undisturbed in England. On the contrary, they were often beaten, shut up in prison, and even put to death. They never resisted the force which was used against them, and they constantly put themselves in the way of punishment. Wherever they believed the Lord sent them to preach their doctrines, thither they went without fear.

5. They taught that there was no church except in the meeting together of Friends, who spoke as each thought himself or herself moved by the spirit of God. They declared that there ought to be no armies or prisons; that every one should be obedient to the law which God had written in his heart.

6. They said also that all men were equal before God, and should treat one another so. Thus, no Quaker would take off his hat, as the custom was, when speaking to a person of rank. Every one used the name of the person to whom he was speaking without any title like Sir or Mr. He would call the king, Charles Stuart.

7. The Quakers dressed with great plainness. They would not, by their clothes, seem to be richer or greater than other men and women. They would not use the common names of months and days, because they said those names were from heathen gods. They said "first month" for January, and "first day" for Sunday.

8. Since they led sober and industrious lives, they were rarely in want, and it was held to be the duty of every Friend to help his poorer neighbor. But all these doctrines and customs made other Englishmen angry with the Quakers. So, when William Penn received the gift of a great tract of land in America, he determined to make a home there for Friends, and for any others who wished to live there peaceably. He meant to found a great State across the Atlantic, which should show the world how the Quakers would rule if they had their way.

CHAPTER XIX.

PENNSYLVANIA AND DELAWARE.

1. It quickly became known that Penn had offered a home to emigrants. His fame had spread to other countries, and a large number of Germans came very early to Pennsylvania. Germantown is a name which reminds one of this, and, in the eastern part of the State, there are a great many families of German origin.

2. Before Penn arrived, there was a colony of Swedes living on the Delaware River. They welcomed the newcomers and were taken into Penn's colony. They were particularly pleased when they listened to the words which the governor spoke to the first assembly, which he had called together at Upland, now Chester.

3. Penn declared that every peaceful citizen was free to come and go as he pleased, to worship God as he thought right, and to have a part in making the laws. Every one was to know what the laws were, for they were to be taught in the schools.

4. In England, at that time, there were nearly two hundred crimes for committing any one of which a person might be hanged; in Pennsylvania there was only one,—the crime of willful murder. In England the prisons were horrible dungeons; in Pennsylvania they were made workhouses, because Penn said that illness was the cause of most crimes.

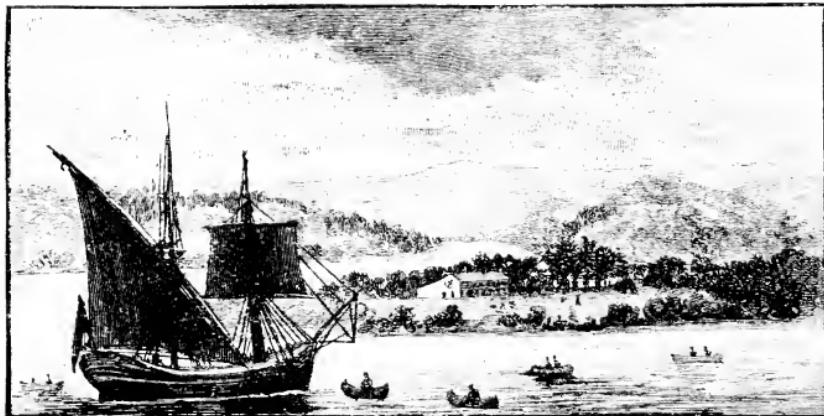
5. In many other ways Penn made the government humane and generous. He believed that people would be better if the rulers of the people were less harsh and cruel. But what surprised the world most was the manner in which he treated the Indians.

6. When Penn first talked in England of making a home for Friends in America, the lords and fine gentlemen at the court of King Charles made merry over the idea of the peaceful Quakers settling among the savages. They thought it was as if a flock of sheep should look for a pasture where the wolves were most abundant.

7. Ever since Englishmen had been living in America, they had been fighting the Indians. It was so in Virginia; it was so in Massachusetts. Only six years be-

fore Penn's arrival, all New England had been engaged in a fierce war with the Indians, called, from the Indian chief, King Philip's War.

8. Penn believed that these troubles with the Indians had sprung from the manner in which the English had treated them. The English had been unjust; they had



Philadelphia, 1682.

driven the Indians off their land. He determined to treat the Indians as he would wish to be treated by them.

9. He began with buying their land. He came to the meeting without any guns or other weapons, and made a treaty with them under a great elm. He meant to show them that he was peaceful, and that he trusted them. The laws provided that if a white man wronged an Indian he should be punished. The treaty so made was honorably kept on both sides for sixty years.

10. Thus Penn laid broad foundations for a prosperous State. He planned the city of Philadelphia, or "Brotherly Love;" he meant that it should have broad

squares shaded by trees, and be a pleasant town in which to live; in it he built a house for his own use.

11. He was disappointed, however, in his plans for his own life in America. He was obliged to visit England to attend to some affairs there, and was kept longer than he intended. It was difficult to govern the colony when he was away from it, and there was trouble while he was in England. He returned to Pennsylvania, but did not end his days there. Once more he was obliged to go to England, where he died.

12. His descendants continued to hold Pennsylvania as their property for many years after, but only now and then did one of their number live in America. Under the wise laws which had been made, the colony grew prosperous, and the people finally paid little attention to the Penn family, except to quarrel with them and their agents.

13. The part of Pennsylvania which was occupied by the Swedes before Penn came, was called The Territories. It remained under Penn's government for about twenty years, when it was separated, and formed the colony of Delaware. But for some time, though it had a separate assembly, it had the same governor as Pennsylvania.



Penn's House.

CHAPTER XX.

MARYLAND AND VIRGINIA.

1. THE principal city of Maryland to-day is Baltimore. How did it get its name? How did Maryland itself get its name?

2. Before William Penn received the gift of Pennsylvania from the king of England, the land on both sides of Chesapeake Bay was given by the king to another Englishman, George Calvert, who bore the title of Lord Baltimore. Calvert had already tried to establish a colony in Newfoundland, and had spent much money in the attempt.

3. It seems strange to us now, that Englishmen should have chosen such a country as Newfoundland, with its long winters and short summers, when there were pleasanter lands to the southward. But the early travelers to the New World shut their eyes to much that was disagreeable. Each new discoverer persuaded himself that he had found a more wonderful part of the country than had been known before, and each tried to tell a finer story than the last.

4. Calvert knew that Newfoundland was in the same latitude as France, but he did not know anything about the Gulf Stream. It had not then been learned that a river of warm salt water flowed through the Atlantic Ocean, and swept along the northwest coast of Europe, making it warmer there than in the same latitude in America.

5. When he went to Newfoundland, however, with his family, and with additions to his colony, he discovered

that it was no place for them. The French who were near by fell upon his colony, and there were fights at sea between the French and the English; worse than that were the bitter cold and the long winters.

6. Calvert, therefore, abandoned Newfoundland, and applied to the king for land farther south. He still meant to plant a colony in America. The king made the grant, but Calvert died before he could receive it. His son, Cecilius, who now became Lord Baltimore, received the charter, and the country was named Maryland from the king's wife, Henrietta Maria.

7. Lord Baltimore remained in England, but he sent out a colony under his brother, Leonard Calvert. For nearly a hundred and fifty years the Calvert family continued to hold Maryland. They governed it either in person, or by some agent whom they appointed. They were constantly seeking the good of the people, and that is one reason why they continued so long in power.

8. One of the most important acts in Maryland was that by which the people were free to follow whatever form of religion seemed best to them. While other colonies attempted to decide which should be the prevailing religion, Maryland set the example of not interfering with the choice the colonists might make.

9. One reason for this was that the Calverts were Roman Catholics, and thus liable to be interfered with. They desired that persons of their Church should have a right to their own ways in Maryland; therefore, they gave to others the same rights. This did not prevent quarrels, however. Few had yet learned to be as just and generous in religion as the Calverts were.

10. Maryland was neighbor to Virginia, and there was a long dispute between the two colonies about their



John Jay.

Born December 1, 1745; died May 17, 1829.

First Chief Justice of the United States Supreme Court.

boundary. The land occupied by both was very much the same in kind. It was fertile land, broken into by broad bays and rivers. There was not much difference, therefore, in ways of living in the two colonies.

11. The most profitable crop was tobacco, and negro slaves cultivated it. The planters lived for the most part on the banks of the bays and rivers. They built roomy, generous houses for themselves, and surrounded these houses with groups of cabins for their slaves.

12. The planter had a wharf, and loaded a ship with his tobacco, to be sold in London. When the ship came back, it brought him goods which his tobacco had bought. There were clothes for himself and his family; sugar and coffee, and tea and wines for his table; furniture of the better sort for his house, and linen, with any luxuries he might desire.

13. It was easy to supply the table of a Maryland or Virginia planter. Besides the vegetables which his garden afforded, there were deer and wild turkeys in the forests; the bays and rivers were stocked with a great variety of fish and shell-fish. Wheat-bread was not much used, but corn-cake and hominy were on every table.

14. The houses of the better class were often built of brick. Sometimes the bricks were brought from England; oftener they were made from clay dug in the neighborhood. There were not many carriage roads between the plantations, but there were plenty of horses and saddles; and every planter by the water had boats, for the water made it easy to get from one plantation to another.

15. For a long time it was not thought worth while to raise anything but tobacco: but, in Maryland, they began to raise wheat and Indian corn. Smaller farms

were formed in the interior. Some of the planters no longer lived by deep water. Instead of having ships come to wharves near their houses, these planters had to carry their tobacco and corn to market.

16. Then, since they had to sell in their own country, there were merchants to buy, who sold them other goods in return. Thus towns were formed, where there were good harbors, or where the court-houses stood. But, to this day there is only one large city in Maryland, and there are only six towns in Virginia which have a population of more than ten thousand each.

CHAPTER XXI.

THE CAROLINAS.

1. FAR to the south of Virginia, there were a few Spanish settlements in Florida, but the country between received new settlers slowly. There is a long stretch of sea-coast sheltered by islands, which make sounds and bays of quiet water.

2. At two points on the coast small settlements were early made. Some Virginians found their way to the River Chowan, and a few persons from the Barbadoes Islands came across to Cape Fear. There was good lumber to be had, and tar, turpentine, and fish. They could raise tobacco, also.

3. The New Englanders had once formed a settlement near Cape Fear River, but had given it up. Their captains, however, knew the waters of the sounds, and now they came down in coasting-vessels and traded with the people. They bought their lumber and cattle, and carried them across to the West Indies.

4. Then, in the West India Islands, they bought what used to be called West India goods and groceries, that is, molasses, sugar, spices, and the like. These, with salt, they sold to the people in North Carolina, and then loaded their ships with tobacco to carry to New England.

5. Not long after these settlements were formed, King Charles, with one of his easy, good-natured, royal strokes of the pen, gave the country included in what is now North and South Carolina to a company of gentlemen.

6. These proprietors, as they were called, were too far away to know much of the country. They appointed governors, and after a while the king assumed control over the colonies, and he appointed governors; but the people meanwhile had their assemblies, and gradually they became the real rulers of the country.

7. A few years after the formation of the two principal settlements in the northern part of the Carolinas, a third was formed in the southern part, and became, finally, the city of Charleston. The whole region was now divided into North Carolina and South Carolina, with a governor and assembly for each.

8. Into both of the colonies came new parties of emigrants from Europe. There were French Protestants, called Huguenots, Germans, Swiss, and a great many families from Scotland and the north of Ireland.

9. The chief product of South Carolina was rice, and slaves were employed to cultivate it. The life was somewhat like that of Virginia; that is, there were rich planting families with plenty of leisure, since the slaves were doing the work. But there was a difference in the fact that South Carolina had a beautiful city

10. For the planters did not ship the rice from their wharves to England, as the Maryland and Virginia planters did their tobacco. They sent it to Charleston, and merchants carried on the business for them. In this way the commerce of Charleston became important, and the city grew large and rich.

11. It was a pleasant place to live in, and many planters made their homes there, while their plantations were carried on in the country by agents. Thus there came to be a small class of well-to-do families, who lived near one another and managed South Carolina after their own liking.

CHAPTER XXII.

OGLETHORPE AND GEORGIA.

1. WHEN King George II. was on the throne of England, English people were well used to hearing the name America. For more than a hundred years, men and women had been leaving their homes in England and settling in the new country.

2. It was usually the restless, or the resolute, people who thus crossed the Atlantic. There were always those who felt crowded at home and wanted more room, or those who were full of enterprise, or those who were dissatisfied with the Church and government and wished to go where they could be more free. From time to time, also, companies had helped the poor to emigrate to the New World.

3. In the days of George II. and, indeed, for many years after, the laws of England were very severe toward persons who could not pay their debts. To be in debt is a misfortune, but it is not always a crime

In England, in those days, it was treated as a crime. People were shut up in prison for debt.

4. The longer they stayed in prison the more impossible it was for them to pay their debts. Meanwhile their families were worse off than ever. Thus there was a great deal of wretchedness among persons who were really honest, and anxious to provide for themselves.

5. Besides this, persons were shut up in prison for very small faults, and the prisons were distressful places, unfit for any one to live in. The officers in charge, too, were often harsh and cruel. Wise men shook their heads, and said that something must be done to cure this evil.

6. There was a man in England, at this time, who set himself to work to help matters. This was James Oglethorpe, an officer in the English army and a member of Parliament. He joined to himself other men of like mind, and together they formed a plan for a colony in America.

7. The king granted to them so much of America as lay between the Savannah River and the Spanish possessions in Florida. This was good news to the people of South Carolina, for they were greatly troubled by the Spaniards, and settlements of English on their southern border would be a protection to them.

8. The Trustees for Georgia, as they were called, with Oglethorpe at their head, made careful choice of needy persons in England, and sent them out to the new colony. They also invited some Germans, who were persecuted in their own country, to settle in Georgia. They sent over, besides, some Highlanders from Scotland.

9. Oglethorpe was very desirous that the people should have a variety of occupations. He thought it would be a fine thing if they were to have silk-worms. So he planted mulberry-trees, and brought over Italians who were used to raising silk-worms. Olives were planted, and it was hoped that Georgia would become another Italy; but it was found more profitable to raise rice and cotton.

10. The Trustees forbade rum to be brought into the country, and for a long time they refused to allow negro slavery. But there were slaves in the neighboring colony, and, little by little, slavery became established in Georgia. Oglethorpe treated the Indians much as Penn did those in Pennsylvania. He made friends with them, and for many years there was scarcely any trouble between the Indians and the whites.

11. But trouble came from the Spaniards. For a long time Spanish pirates had seized English vessels, and now the Spaniards began to attack the settlements in Georgia. Oglethorpe received orders from England to carry on war against Spain in Florida. He made several raids upon the Spanish settlements, but the most important struggle came from the attempt of the Spaniards to destroy Georgia.

12. They gathered a great fleet at Havana, in Cuba, and came with more than five thousand men. Oglethorpe had sent to South Carolina for help, for he had only about seven hundred men. He did not wait for more soldiers, however, but attacked the enemy, and fought so bravely that he drove back the first who appeared. He contrived also to let the Spaniards know that he was expecting more men. The Spaniards, discouraged by the first encounter, and ignorant of

Oglethorpe's real weakness, took alarm and sailed away. After that, Georgia was at peace.

13. It proved impossible for trustees living in England to govern Georgia wisely. General Oglethorpe, who had lived in the country during its most trying time, had been the real founder. Twenty-one years after it was founded, Georgia came of age. It was no longer under the guardianship of trustees. It had an assembly chosen by the people, and a governor appointed by the king. Oglethorpe went back to England, where he died when he lacked only three years of being a hundred years old.

CHAPTER XXIII.

THE ENGLISH IN AMERICA.

1. WHILE the Spaniards were troubling the English colonies on the south, a more dangerous enemy was close at hand on the north and west. For a hundred and fifty years the English had been forming colonies in America; during the same time the French had also been taking possession of the country.

2. The English followed the sea-coast, and the Connecticut, Hudson, Delaware, James, and Savannah rivers. Behind their settlements stretched a long, broken range of mountains. Thus it was a strip of sea-coast which they occupied with thirteen colonies.

3. Each of these colonies was governed much as England itself was governed; that is, each had a governor who ruled in the place of the king, and each had an assembly chosen by the people to make the laws. The law of England was the law of the colonies. Moreover, the colonies made many laws which concerned the

affairs of the people in America and had little or nothing to do with England. But the people called themselves English people, and they called the king of England their king.

4. In fact, these colonies were like pieces of England, which had been broken off and started anew on the other side of the Atlantic. Of course, since the country was so different and everything so new, the people had many customs and ways of living of their own. Still, they were English.

5. The colonies, however, had not a great deal to do with one another. The people did not travel much. There were few good roads, except near the large towns. The stages took a long time for their journeys, and letters which now pass quickly in a night might then be a month on the road. It was before the days of steamboats and railroads.

6. The planters in the south lived on their plantations, and rarely left them, except to visit their neighbors or to go to the capital of their colony. Sometimes they sent their sons to England to be educated. At the north, the farmers saw few persons but their near neighbors.

7. There were a few small towns on the sea-coast, like Charleston, Baltimore, Philadelphia, New York, Newport, and Boston. These were busy with trade and fisheries. A great many vessels plied back and forth between these ports and the West Indies and England.

8. In these towns, too, lived the officers of the English government, the custom-house officers, and tax-collectors. Rich merchants kept up English ways, and every one was eager to know what was going on in England and on the continent of Europe. The few

newspapers were filled chiefly with the news brought by sea-captains from across the water.

9. At the back of these colonies, lines of farms stretched toward the Alleghanies and the Blue Ridge. As the land near the sea-coast was taken up, families would move farther into the wilderness. Solitary clearings might be found, miles away from any other house. Here some adventurous man was living with his family, raising a little corn and hunting in the woods.

10. All the colonies were alike in this, that they were dotted over with homes. Families grew up, and the sons and daughters needed more land. Farms multiplied and towns clustered. The people sent to their friends in England, and invited them to come and join them in the New World. The colonies were alike in this, too, that the people were accustomed to meet together to manage the affairs of the town, the county, and the colony.

CHAPTER XXIV.

THE FRENCH IN AMERICA.

1. THE French, meanwhile, were following the courses of the two great rivers of North America, the St. Lawrence and the Mississippi. As they followed the St. Lawrence they came to the Great Lakes. When they traced the Mississippi from the lakes to the Gulf, they explored also the rivers, like the Ohio, the Wisconsin, and the Illinois, which flowed into the Mississippi River, the great "Father of Waters."

2. Thus the French had traveled over a great deal more of North America than the English had. They

claimed very much more of the country, but they did not occupy their possessions in the same way as the English. Instead of having colonies where families were building homes, clearing forests, and planting farms, the French had a few forts and trading-posts and mission stations.

3. These were scattered, at wide intervals, through the vast interior of North America. They were reached by long journeys on rivers, or by trails through the forest. At each was usually a chapel, where the missionary gathered the Indians and the French soldiers; a store-house where the traders kept the goods which they sold the Indians for furs; and barracks for the company of soldiers.

4. Now and then some trader, who spent most of his time at one of these stations, would have a garden in which he raised a few vegetables. Perhaps he married an Indian woman, and his children, as they grew, hunted and fished like the Indians about them, or went trading like their father.

5. The fur-trade led the hunters into the depths of the wilderness, and the wild, free life tempted the young Frenchmen who came to America. They disliked the restraints of the town and the station, and they plunged into the woods, lived with the Indians, and only came back at intervals to the settlements.

6. These wood-rangers increased in numbers, and made an important part of the population. Half Indian, half French, they plied their canoes on the rivers, singing as they shot along; they trapped and hunted their prey, and after working hard all day, camped at night round the blazing fire, with nothing to eat, perhaps, but hulled corn and bear's-grease.

7. The principal military station was at Quebec. There lived the governor of New France. The great rock of Quebec was well fortified. French ships rode at anchor in the harbor. The priests and nuns had hospitals and churches, and under the protection of the citadel some few French families had farms on the River St. Lawrence.



The Rock of Quebec.

8. The people had nothing to do with making laws. They had no assemblies, and held no public meetings. Their governor was sent out from France, and he was supported by soldiers. France wanted this new land mainly for the sake of the furs which her traders obtained from the Indians.

9. While, therefore, the English colonies were growing by pushing their farms farther and farther into the wilderness, New France simply added a fort here and there. While English families were multiplying and forming neighborhoods, very few people came from France except soldiers, and single men who were seeking their fortune.



from Greenwich 25

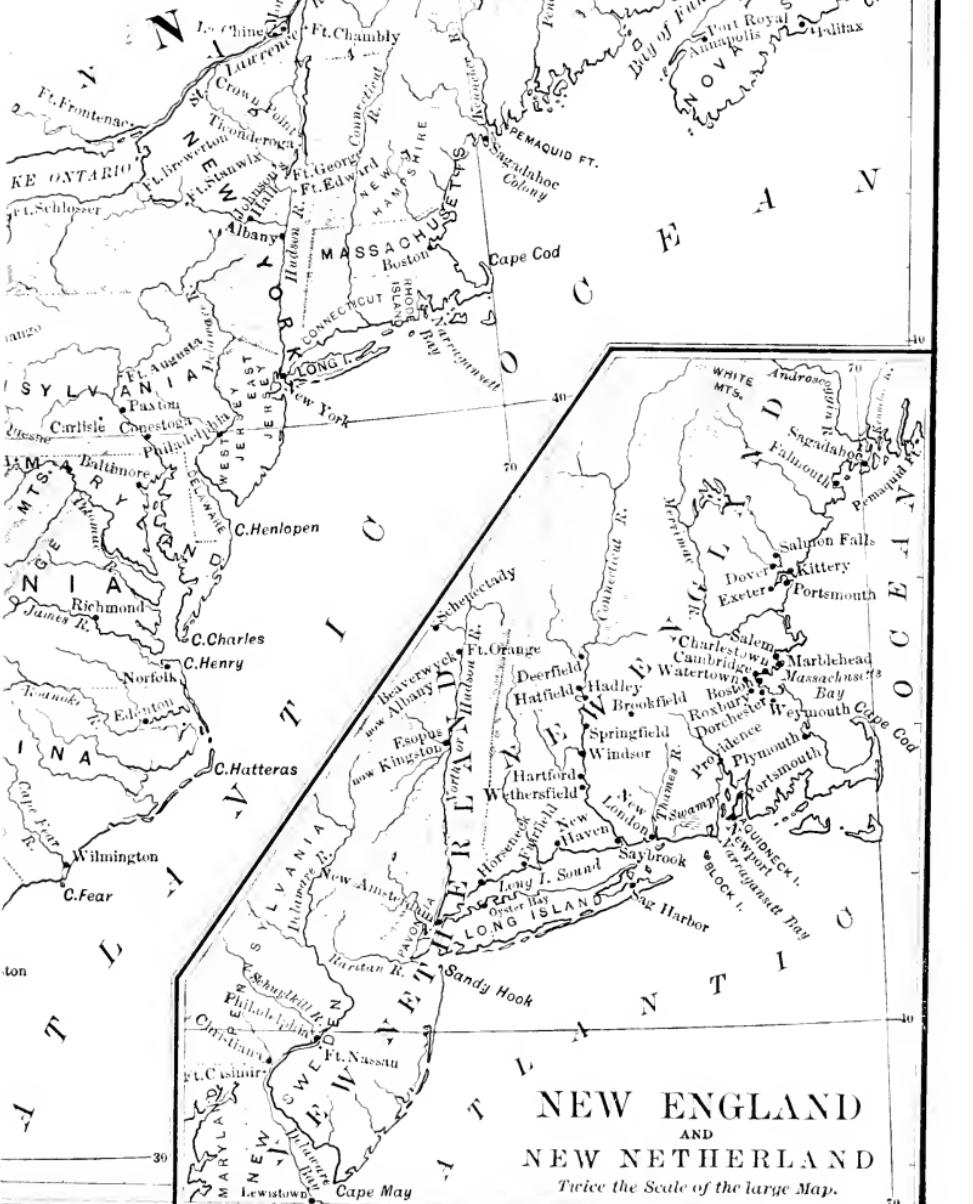
Tadoussac

FRENCH POSSESSIONS

AMERICA AT THE
FRENCH AND INDIAN WAR.

COLONIAL CHARTER CLAIMS.

100 Miles



NEW ENGLAND
AND
NEW NETHERLAND

Twice the Scale of the large Map.

CHAPTER XXV.

THE INDIAN TRIBES.

1. The Indians looked on, as Englishmen and Frenchmen divided the land between them. They did not at first mind the French very much, for they saw that these new-comers only wanted to trade with them. Besides, the lively Frenchmen were quick to adapt themselves to the ways of the Indians, and lived with them, and married into the tribes.

2. The French priests were untiring in their efforts to win the Indians to Christianity. They forsook comforts and society, and lived in solitary places. They suffered hardship, and were even more courageous in the face of death than the Indian himself.

3. It was of no great consequence to the Indians that they saw the French soldiers set up crosses, fasten the arms of France upon them, and take possession of the land in the name of the king. The Indians were ready to call the king of France their father, if he would send out soldiers to help them fight their enemies.

4. They were more jealous of the English, for they saw that as fast as the country was occupied by farms, there was no longer room for the Indian. Besides, the English often could not make friends with the red men ; they were too unlike them.

5. The French found that the Indian tribes were not at peace with one another ; they therefore made friends with one tribe by going to war with it against its enemies. The Indians also saw that the French and English were jealous of each other, and were often at war.

They soon began to take sides with one or the other nation.

6. Thus it came about that the unhappy Indian was crushed between the two powers. The French urged the Indians to attack the English settlements; the English used them when they tried to get possession of the French forts. The fighting was chiefly on the frontier, where the English and French were near each other. Sometimes there was fighting in America when England and France were at peace in Europe.

7. There came a time, however, when England and France were at deadly war with each other. The chief question to be settled by this war was, whether the continent of North America was to be under the control of the English, or under that of the French.

CHAPTER XXVI.

THE FIGHT FOR AMERICA.

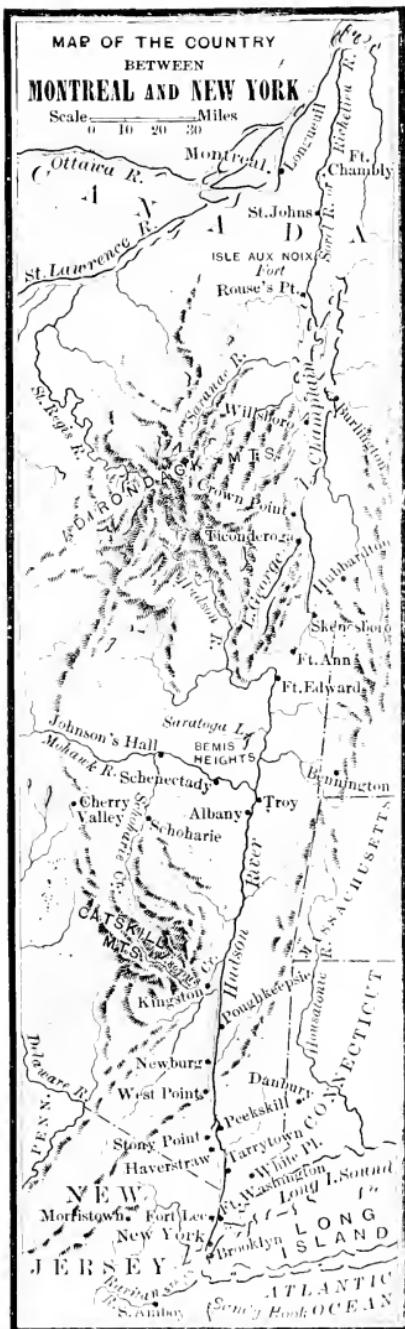
1. WHEN the war finally broke out between France and England, which was to decide the ownership of America, the French held certain strongholds. One was Louisburg, at the entrance of the Gulf of St. Lawrence. It was strongly fortified, had a good harbor, and was close by the great fishing-grounds. Thus it was a very important place.

2. Besides, the French held Quebec. This great rock had a cluster of houses at its base, and was protected at its top by cannon. The French felt very secure upon it, because it seemed impossible for any enemy to capture it. A very few men could keep a great army from climbing its steep sides.

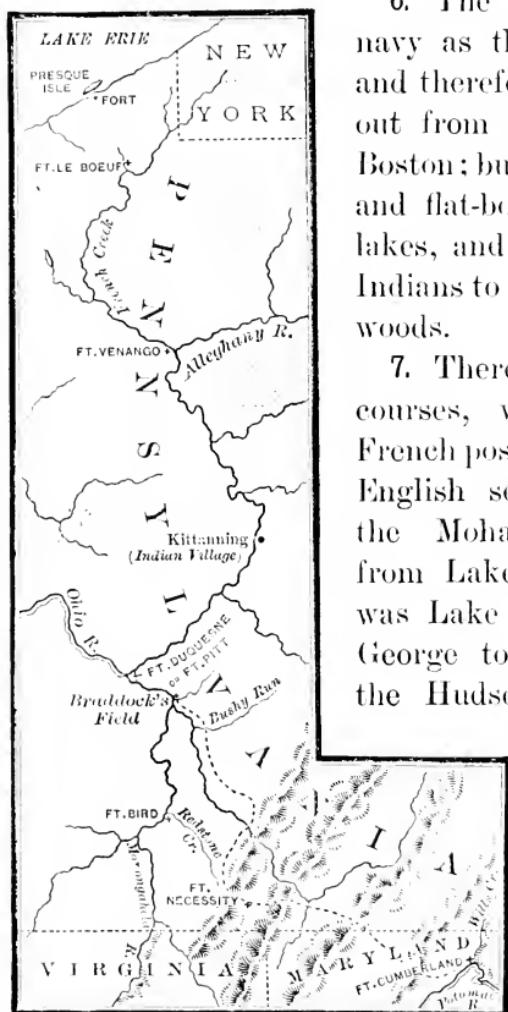
3. At different points along the St. Lawrence, and on the shores of the Great Lakes, the French had other fortified places. Moreover, they had established a line of forts from Lake Erie to the Ohio River. The last of these forts was built where the city of Pittsburgh now stands. It was called Fort Duquesne.

4. In previous wars, the English had obtained possession of Nova Scotia, or Acadia, as it was then called. They had made settlements at Halifax and other places, but they had not disturbed the French who were living on their farms. These farms were chiefly upon that part of Nova Scotia which is nearest New Brunswick.

5. When the English, therefore, began to attack the French, they aimed to get possession of the forts. The French, on the other hand, used these forts, at the head of the Bay of



Fundy, as places from which to sally forth and attack the English towns and settlements.



Braddock's Route.

6. The French had no such navy as the English possessed, and therefore they could not sail out from Louisburg and attack Boston; but they could use canoes and flat-boats on the rivers and lakes, and they could call upon Indians to pilot them through the woods.

7. There were two great water-courses, which led from the French posts into the heart of the English settlements. One was the Mohawk River, eastward from Lake Ontario; the other was Lake Champlain and Lake George to the head-waters of the Hudson River. By either of these ways the French could reach Albany. From Albany they could go either down the river to New York, or eastward into New England.

8. The first fighting was about Fort Duquesne. When the governor of Virginia heard that the French had begun to build a fort in what was then called a part of Virginia, he sent a young soldier whom he trusted, to look into the matter.

9. This young Virginian was George Washington, whose name in a few years was to be known over all the world. Washington made a perilous journey, and brought back such news as made the Virginians determined to drive the French out of their country.

10. England, at that time, did not have much confidence in the soldiers of the colonies. They were only farmers, she said, who had never been trained to fight. So she sent over regiments of soldiers, and generals who had been in the European wars.

11. One of these, General Braddock, led an army through the woods and over the mountains to drive the French from the banks of the Ohio. George Washington went with him, and warned him that the Indians and the French would fight in a different fashion from that to which English soldiers were accustomed in Europe.

12. Braddock did not pay much heed to the warning. As a consequence, his army was suddenly attacked when near the fort, and completely put to flight. Braddock was killed, and Washington narrowly escaped death. Two horses were killed under him, and his clothes were torn by bullets.

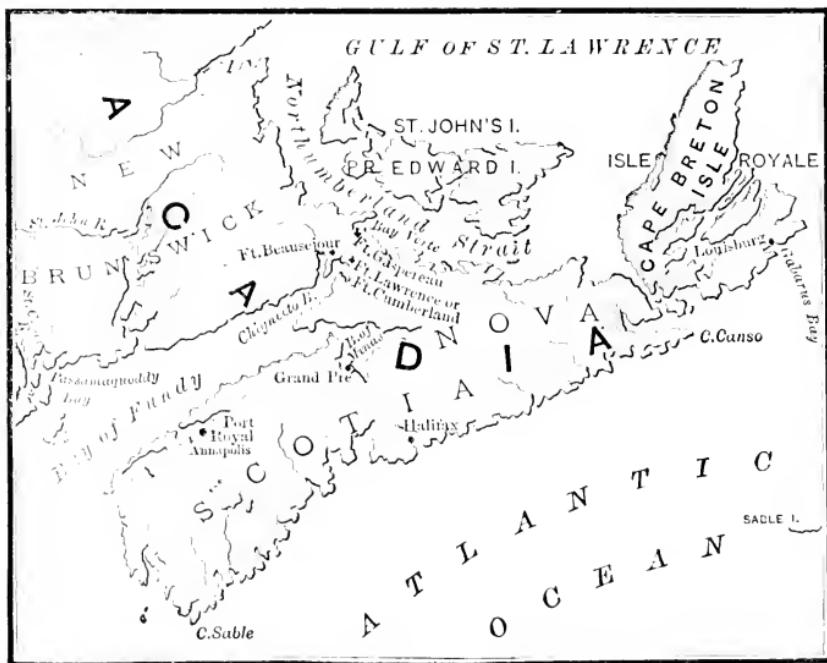
CHAPTER XXVII.

THE FRENCH LOSE AMERICA.

1. WHILE the war was thus going on in the wilds of Virginia, the English were at work in a different manner in Acadia. The settlements about Halifax were in constant peril. Among the French in Acadia were a few men, who were determined to drive out the

English. They stirred up the Acadian farmers and the Indians, and kept the English colony in a state of constant alarm.

2. In vain the English showed that, by treaties with France, all of Acadia was under English law. In vain they ordered the French inhabitants to take an oath that they were English subjects. At last they took severer measures.



Map of Acadia.

3. They ordered the French inhabitants to meet in the churches of the several villages to hear a proclamation read. When the churches were filled, the English suddenly closed the doors and surrounded the buildings with soldiers. They took all the people prisoners, and then, collecting a fleet of vessels, sent them away out

of Acadia. They scattered the French among the English colonies along the Atlantic coast.

4. By this violent means Acadia was made peaceable for the English colony there, but great misery was brought upon the French families. Some of them were separated, husband from wife, and children from parents. They were driven from homes and ways to which they were wonted, and were forced to make new homes among a strange people. It was about such a separation that Longfellow wrote, in his poem of "Evangeline."

5. For the first three years of the war, the French were more successful than the English. They were soldiers trained to fight, while many in the colonial armies were farmers, who could handle a rifle, but had little training as soldiers. Besides, the officers sent over from England were often merely persons who happened to be favorites of the government, but had no real ability. The regular soldiers, too, looked down on the colonial troops.

6. At last England awoke. The king had a new prime minister, William Pitt, a man of great energy, foresight, and daring. He thrust aside the stupid generals who had been blundering in America, and appointed abler men. He called the colonies to his aid. They should raise companies and choose their own officers. He sent great quantities of arms and military stores across the Atlantic, and equipped a large fleet.

7. The French, on the other hand, had spent their strength. The king of France was wasting his money in pleasure and selfishness. Canada was in the hands of men who plundered the country to make themselves

rich. The war had exhausted the people. There were, however, some brave men at the head of the French army, and chief among them was Montcalm.

8. The English now put forth all their strength. They laid siege to Louisburg, and captured that famous

fortress. They took the fort where Brad-dock was defeated, and renamed it Fort Pitt. They captured Fort Niagara and other western forts, and they drove the French northward from Lake George and Lake Champlain.

9. Their greatest anxiety was about Quebec. An army and a fleet appeared before the citadel, and hammered away at it, but to no purpose. Then General



Wolfe's Cove.

Wolfe, who was in command of the English, led his men by night to a cove in the rear of the rock. They surprised the sentinels, climbed the steep mountain-side, and in the morning, the English army was drawn up on the Plains of Abraham behind the town.

10. Here a battle was fought, in which the English were victorious. Both Montcalm and Wolfe were killed.

There was some fighting afterward, but this battle, fought September 13, 1759, was decisive. When the war ended, the French gave up to England all of America east of the Mississippi River, except two little islands near Newfoundland, and except, also, New Orleans and the district about it. The country west of the Mississippi as far as to the Rocky Mountains, then known as the Province of Louisiana, they sold to Spain.

CHAPTER XXVIII.

BOYHOOD OF BENJAMIN FRANKLIN.

1. WHEN the war was over, Great Britain and her colonies formed the most powerful nation in the world. England, though but an island broken off from the rest of Europe, held sway over all of North America east of the Mississippi River. She had begun also to establish her rule in India.

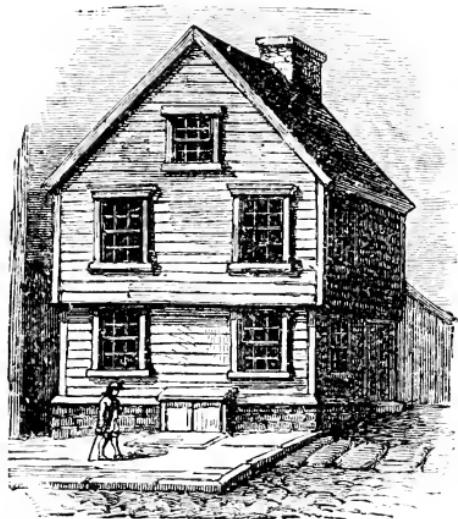
2. The people in the American colonies, though scattered over a wide country, had one feeling in common, — they were proud of being Englishmen. The war had brought together men from different colonies, who had fought side by side. To have a common enemy sometimes makes people firmer friends.

3. Near the beginning of the war there had been a meeting, at Albany, of men sent from the different colonies to consider the best way of resisting the French. There was one man present who was confident that the surest way of making the colonies strong was to unite them: that the thirteen distinct colonies should form some kind of a union.

4. This man was the most famous American of his time; and it is worth while to interrupt our story of the American nation, to become acquainted with the history of one, who had a great deal to do with making the nation what it afterward became.

5. Benjamin Franklin was born in Boston in 1706. His father, who made soap and candles, had seventeen

children, and as fast as his sons were old enough, he bound them out as apprentices,—that is, each boy was set to work learning a trade; while he was learning it, the tradesman to whom he was bound must shelter, clothe, and feed him. At first, of course, the boy was an expense to his master and of very little service;



Birthplace of Franklin.

as he grew older he was more useful, and if he was a bright and diligent boy, he was able, at the end of a term of years, to set up for himself and earn his own living.

6. This was the most common way for a boy to learn a trade, down to the time, in this century, when machinery and steam began to make a great difference in the modes of carrying on trades. There are still apprentices in some places, but there are also springing up shops for teaching boys how to use tools.

7. Franklin's father had ten sons, and he bound out nine; but when he came to the tenth, Benjamin, he said to himself, "This boy reads more easily than the others; I will send him to school instead, and make a minister of him."

8. There were two kinds of schools in those days, — one, called a grammar school, where boys studied Latin, to prepare them for college; the other, called a writing school, where they studied arithmetic and writing, to prepare them for keeping accounts and doing business.

9. Benjamin was sent first to a grammar school, and quickly made his way to the top; but his father was frightened, when he found how much it would cost to send him to school and college, and changed his mind. He sent the boy to a writing school, and presently took him out of school altogether, and kept him at work in his shop.

10. Here Benjamin stayed for two years, cutting wick for candles, filling the molds with tallow, attending shop, and running errands. He did not at all like the work, and would gladly have gone to sea. Boston was then only a large village on the edge of the water, and all the boys learned to swim and manage boats.

11. "I was generally a leader among the boys," Franklin tells us in his *Autobiography*, "and sometimes led them into scrapes, of which I will mention one instance, as it shows an early projecting public spirit, though not then justly conducted. There was a salt marsh that bounded part of the mill-pond, on the edge of which, at high water, we used to stand to fish for minnows. By much trampling, we had made it a mere quagmire.

12. "My proposal was to build a wharf there fit for us to stand upon, and I showed my comrades a large heap of stones, which were intended for a new house near the marsh, and which would very well suit our purpose. Accordingly, in the evening, when the workmen were gone, I assembled a number of my playfellows, and working with them diligently, like so many emmets, sometimes two or three to a stone, we brought them all away and built our little wharf.

13. "The next morning the workmen were surprised at missing the stones, which were found in our wharf. Inquiry was made after the removers; we were discovered and complained of; several of us were corrected by our fathers; and though I pleaded the usefulness of the work, mine convinced me that nothing was useful which was not honest."

14. The longer he had to work at candle-making, the more Benjamin disliked it. An older brother had run away to sea, and so Franklin's father, fearing Benjamin would do the same, cast about for some other trade for him. He took the boy on walks about the town, and showed him men at work,—carpenters, bricklayers, workers in brass, and others, to see what he would like best to do.

15. In this way Benjamin picked up a good deal of useful knowledge, for he had a quick eye and a strong memory. But he liked his books better than anything else, and so his father decided to make a printer of him. James Franklin, one of the older sons, just then returned from England with a printing-press and some type, to set up in business in Boston, and Benjamin was apprenticed to him.

16. Benjamin was twelve years old at the time, and

he was to serve as an apprentice until he should be twenty-one. "I now had access," he says, "to better books. An acquaintance with the apprentices of booksellers enabled me sometimes to borrow a small one, which I was careful to return soon, and clean. Often I sat up in my room reading the greatest part of the night, when the book was borrowed in the evening and to be returned early in the morning, lest it should be missed or wanted."

17. Years afterward, Franklin saw how useful it would be if several persons should put their separate stocks of books together, so that each could have access to the whole collection. Accordingly he started a library with some friends, and that was really the beginning of the great public libraries of America.

18. Now, too, he began to put his thoughts into writing. He fell in with a famous English book called the "Spectator," and was so pleased with the way it was written, that he tried to write in the same way. He would jot down a few words from a sentence, just enough to remind him what the sentence was about, and then put the book away. A few days after, he would try to make the sentence himself. Then he would compare his sentence with that in the book, and see what his faults were.

19. When he was fourteen or fifteen years old, his brother started a newspaper. Franklin heard his brother's friends talk about the pieces which they wrote for the paper, and he thought he would try his hand. He knew his brother would not think much of an article written by a boy, so he disguised his handwriting and slipped his piece under the door of the printing-office.

20. He was greatly pleased to hear his brother and

friends talk about this piece, and praise it. He wrote more pieces, and they were all printed, but no one knew who had written them. Pretty soon Franklin had said all he could think of, and then he told what he had done. His brother was not altogether pleased. He thought the boy, who was only his apprentice, was putting on airs.

21. The two brothers did not agree very well, and Benjamin Franklin was eager to be rid of being an apprentice. He did not see how this was to be done, when suddenly the chance came, and in a somewhat odd manner.

22. The newspapers at that time had to be very careful what they printed. They had not the freedom they now have, and if a newspaper said what displeased the government, the government often forbade it to be continued. It happened that one of the writers for James Franklin's paper, "The New England Courant," wrote an article which gave offense. As a consequence, the Massachusetts government ordered that "James Franklin should no longer print the paper called 'The New England Courant.'"

23. Of course James Franklin and his friends were all the more determined to keep up the paper. They talked over plans, and finally agreed that the paper should come out under Benjamin Franklin's name. But they knew that the government would consider James Franklin's apprentice the same as James Franklin himself.

24. So it was arranged that James should release Benjamin from being an apprentice; then if fault was found, they could show Benjamin's apprentice-agreement with the release written upon it. At the same time a

new set of papers was to be made out, so that Benjamin would continue to serve his brother, but these papers were to be kept secret.

25. All went well for a time; but at last James Franklin treated Benjamin roughly, and the boy said he would no longer serve him. He was free; he had his discharge, and he meant to go elsewhere. He knew very well that his brother would not dare show the new paper. "It was not fair in me to take this advantage," said Franklin; but he was angry, and tired of the life he had been leading.

26. He sold some of his books, and raised enough money to pay his passage on a sloop to New York, and there he found himself, as he says, "near three hundred miles from home, a boy of but seventeen, without the least recommendation to, or knowledge of, any person in the place, and with very little money in my pocket."

CHAPTER XXIX.

FRANKLIN'S MANHOOD.

1. WHEN Franklin left his home in Boston, he no longer cared much to go to sea. He had learned his trade, and could get his living by that. He went to the only printer in New York, and asked for work. This man had no place for him, but said he knew of a place in Philadelphia, and advised him to go there.

2. A journey from New York to Philadelphia was a very different matter then from what it is now. Franklin set out in a sail-boat for Amboy. A squall came up, and the boat was driven upon Long Island. There they lay

all night, but the next day made out to reach Amboy, having been thirty hours making the passage.

3. At Amboy, Franklin spent the night, and the next morning was ferried across the Raritan River. He had fifty miles to walk, to Burlington on the Delaware River, and he was more than two days getting over the ground. He had left New York on Tuesday, and it was now Saturday. The regular boat was not to leave till Tuesday of the next week; but, as he was walking by the river in the evening, a boat came by, from some point farther up, on its way to Philadelphia.

4. Franklin joined this party, and, as there was no wind, they had to row all the way. It was dark, and they could not tell where they were at midnight. Some thought they had gone beyond Philadelphia, some that they had not reached it. So they pulled to the shore, found a creek up which they rowed, and landed near an old fence. They made a fire, for it was cold, and waited for daylight. When they rowed down the creek again, there was Philadelphia just below them.

5. The printer-boy, in a rough working-dress, stepped on shore, in a city which he was to make famous. He had a little money in his pocket, and he was very hungry. He found a baker's shop, and with three pennies bought three great rolls of bread. "Having no room in my pockets," he says, "I walked off with a roll under each arm, and eating the other. Thus I went up Market Street, as far as Fourth Street, passing by the house of Mr. Read, my future wife's father, when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance."

6. A young man, who has learned a good trade, is



Benjamin Franklin, Philosopher.

Born January 6, 1706; died April 17, 1790.

seldom at a loss for employment, and Franklin was soon busy, setting type. He made friends easily, and the governor of the province, who was a good-natured man and made promises readily, told him that if he would set up in business for himself in Philadelphia, he would give him the public business.

7. At this, Franklin, who had now saved a little money, took passage on a sloop for Boston, to see his father and the rest of the family. He was a fortnight on the voyage, and was very gladly received at home, for no one knew what had become of him. His brother James, however, was not very cordial.

8. Franklin's father gave him some good advice, and made him some promises, but he had little to spare in the way of money. He forgave him for running away, however, and sent him back to Philadelphia. The governor still had fair words, and proposed that he should go to London to buy a printing-press and type. He would give him letters, he said, which would enable him to buy what he needed.

9. Franklin was a cheerful fellow, with a good deal of faith in other persons, and when the ship, which sailed once a year from Philadelphia to London, next made her voyage, he went as passenger. The governor had not given him the promised letters, but kept putting him off with excuses, until the vessel sailed.

10. In London, as in Philadelphia, Franklin worked at his trade of printing. He made acquaintances, read a great many books, and saved some money; but, at the end of eighteen months, he had an offer from a friend to go back to Philadelphia as a clerk in his store, and, as he liked Pennsylvania better than England, he was glad to go.

11. His friend's business was with the West Indies, and Franklin expected to go to the Islands in charge of cargoes; but his friend died shortly, and Franklin once more took up the printing-trade. He went back to his old employer; but he had now worked so diligently, and read so much, and seen so much of the world, that he was a better printer than his master.

12. So, in a few months, in company with another young man, he set up a printing-office of his own. He was then twenty-two years of age, with little money, but with such a good name for industry and sense, that shrewd observers were sure he would succeed. Some merchants were saying that there was no room for another printer; but a doctor who was standing by said he thought otherwise: "For the industry of that Franklin is superior to anything I ever saw of the kind; I see him still at work when I go home from my club, and he is at work again before his neighbors are out of bed."

13. There was only one newspaper in Philadelphia. It was a poor thing, but it earned money for the printer, and, as soon as he could, Franklin started another. He printed it from better type, and his self-training as a writer enabled him to make his paper worth reading.

14. He married when he was twenty-four, and as he was now in business for himself, his wife became his partner. "She assisted me cheerfully," he says, "in my business, folding and stitching pamphlets, tending shop, purchasing old linen rags for the paper-makers, etc. We kept no idle servants, our table was plain and simple, our furniture of the cheapest. For instance, my breakfast was a long time bread and milk (no tea), and I ate it out of a twopenny earthen porringer, with a pewter spoon.

15. "But mark how luxury will enter families and make a progress, in spite of principle: being called one morning to breakfast, I found it in a china bowl, with a spoon of silver! They had been bought for me without my knowledge by my wife, and had cost her the enormous sum of three and twenty shillings, for which she had no other excuse or apology to make but that she thought *her* husband deserved a silver spoon and china bowl as well as any of his neighbors. This was the first appearance of plate and china in our house, which afterward, in a course of years, as our wealth increased, augmented gradually to several hundred pounds in value."

16. Franklin was now in a fair way to success. He had a good trade and a thrifty wife; he was diligent, frugal and temperate. If he had merely gone on making money, nobody would care to-day to read about him. But Franklin was something more than a money-maker.

17. When he was settling himself in Philadelphia, he planned with his friends a debating club, called the Junto, and for nearly forty years this club used to meet once a week, to talk over what its members had read or thought about. Out of this club grew the American Philosophical Society; and out of it, also, grew the Philadelphia Library, the first of the great libraries of America.

18. This club and library helped Franklin greatly, but his mind was always busy. While he was hard at work, making his printing-office pay, he was learning French and Italian and Spanish. He took a curious mode of learning Italian. A friend, who was very fond of playing chess, and constantly begged Franklin to play with him, was also studying Italian. Franklin proposed that whichever beat a game should set the other a task in

Italian, and as they played pretty evenly, they made steady progress in learning the language.

19. Philadelphia was not a large city, and Franklin, who was a leader among the mechanics, and was looked upon as a very sensible young man, soon became very well known. When he was thirty years old, he was chosen clerk of the general assembly, and the next year the postmaster-general of all the colonies made him postmaster of Philadelphia.

20. He was now in a position where he could hear all the news, and where he could be of real use to his townsmen. When he had any plan for bettering the city, he would write out his thoughts and read the paper to the Junto, where it would be discussed ; and, as there were other clubs, which had been started by the Junto, the same subject would be talked over in them. Thus the matter would be widely discussed, and finally Franklin would print the plan in his newspaper.

21. Philadelphia was badly paved and ill-lighted. By talking and writing, Franklin managed to get the part nearest the market paved. Every one was so delighted, that it was easy to persuade the townspeople, after that, to submit to a tax, by which all the streets were paved.

22. The lamps in the streets were globes that soon became full of smoke, and allowed only a dim light to shine through. Franklin changed these globes into lamps with four flat panes, with a long funnel above to carry off the smoke, and openings below to let the air in. He carried out a plan for hiring night-watchmen, and he persuaded the people to form fire-companies ; and when there was danger of war with France, he induced the people to raise money for buying cannon, and to form themselves into militia companies.

23. He was a very practical man, and was fond of trying experiments. He invented a stove, still made and called by his name, which burnt less fuel, and gave out more heat, than the old fireplaces. He discovered that protection against lightning could be secured by the use of iron rods. Indeed, he made some of the earliest experiments in electricity, and thereby became famous both in America and Europe.

24. When the war broke out between France and England, Franklin was of great service to the king's troops. General Braddock had two regiments in Maryland, but he had no means of transporting the men and their supplies across the country. Franklin offered to help him, and at once drew up such a fair agreement, that, when he published it in the papers, all the farmers in the neighborhood came with their wagons. They knew Franklin and trusted him.

25. Before the war was over, Franklin went again to London. The people of Pennsylvania had a dispute with the Penn family about the right of the Assembly to tax the Penn property. They thought Franklin the wisest man they had, and so they sent him to England to carry their point, which he succeeded in doing.

26. He did not, however, at once return to America. The war with France was ended, but Franklin thought that England did not know what a prize she had won in Canada and the valley of the Mississippi. No one was better acquainted than he with America, and he knew many members of the English government. So he buried himself with seeing that the treaty of peace between England and France was so drawn as to be a good bargain for England and her colonies. He was like a private ambassador.

CHAPTER XXX.

ENGLAND AND HER COLONIES.

1. FRANKLIN knew his countrymen well, and he tried to make people in England understand them. The English in England and the English in America were alike in some ways, and unlike in others. If two boys were born and brought up in New York City, and one of them went, when ten years old, to live on a farm in Oregon, they would be found at thirty to have very different habits.

2. It was somewhat thus with England and her colonies. The English in America were three thousand miles away from king and Parliament. They lived on land which did not belong, as it often did in England, to nobles who lived by the rent they got from it. It was their own land.

3. There were no such differences in rank as in England. Very few nobles ever came to America. Instead, the people worked with their own hands, side by side, in the fields and shops. They met together in town-meeting, and their children went to the same schools.

4. There was no great regular army as in England, made up of men whose business it was to fight. Instead, there were companies of volunteer soldiers, who fought when there was war with the French or Indians, and, when war was over, went back to their several farms.

5. Again, the people who came to America were mainly picked men and women. It required courage and resolution to cross the Atlantic and settle a new

country. Those who came had to conquer a wilderness; they cut down forests, drove out wild animals, and had adventures which were impossible in England.

6. The war between England and France had cost a great deal of money. It was a heavy expense to the colonies as well as to England, but the king and his ministers did not think so much of that as they did of their burdens at home. They cast about for some means of lessening those burdens.

7. From the beginning, England had been wont to think of the colonies as existing for the convenience of England. English merchants sold their goods to the colonies: English ships traded with them. Laws were made by Parliament forbidding the colonists to manufacture articles.

8. The colonists might take iron from the mines, but they must send it to England to be manufactured. They paid a tax when they sent it. They paid English captains for carrying it, English manufacturers for working it, English merchants for selling the articles made from it, and then another tax to the English government.

9. So, too, the furs brought in by the hunters, the fish caught by the fishermen, the pitch, tar, turpentine, and ship timbers from the forest, must all go to England. In the woods of Maine, no tree of more than two feet diameter at a foot above the ground could be cut down, except for a mast for one of the king's ships.

10. In this way, England tried to make the industrious colonies pour money into her treasury. She acted like a great landlord who has a distant farm which he never visits, but from which he gets all the profit he can. The result was that England really knew very little about the people in the American colonies.



John Adams.

Born October 19, 1735; died July 4, 1826.

Second President of the United States.

11. Meanwhile, the people went on their own way. They were hard workers, and the country was fresh and untilled. They found their farms yielded well, and there was plenty of room for everybody. In their assemblies they frequently made grants to the king, but they took care to say that they gave this money of their free will. They held that the king had no right to demand it of them.

12. In New England, they were impatient of the taxes which the king's officers collected at the seaports. The long extent of sea-coast, however, and the scattered population, made it easy to get goods into the country without the officers knowing it. A great trade was carried on in this way, and large fortunes were made, so that the complaints against the laws were not so loud as they might otherwise have been.

CHAPTER XXXI.

WHY OUR FATHERS RESISTED ENGLAND.

1. Although Englishmen generally knew little about America, there were some who knew well how valuable the colonies were. They advised the king to be more strict in preventing smuggling, so that the ships which sailed out of, and into, the colonial ports should pay more money into the king's treasury.

2. The revenue officers in these ports were greatly disliked by the people, who charged them with using their offices to make themselves rich. When, therefore, the government gave these officers greater power, the people complained more loudly than ever.

3. They complained, especially, when the revenue officers were armed with "writs of assistance." These were letters from the courts, which gave the officers authority to call upon any citizen to assist them in searching a house, to see if there were smuggled goods in it.

4. If an officer had one of these papers, he could search any place, and could compel citizens to go with him on the search. He was not even obliged to name to the court the particular house which he wished to search.

5. There is a saying in English law,—"An Englishman's house is his castle;" that is, he has rights there, which even the king is bound to respect. But a collector of the port, if he had a writ of assistance, could go in without knocking, and hunt through the whole house.

6. The people determined to see if this was good law, for they were brought up to respect the laws. So, when the collector of Boston ordered his deputy in Salem to apply to the court for a writ of assistance, some persons objected, and the judge said he would hear the question argued before him.

7. James Otis was advocate-general of the province. It was his duty to show that the writ of assistance was according to law. He resigned his office rather than take that side, and appeared, instead, on the side of the people. He argued well, but the court was not persuaded, and the writ of assistance was declared legal.

8. This decision made the people more determined than ever to resist any attack on their rights, and they soon had another opportunity to protest. Parliament passed an act called the Stamp Act. By this, all deeds, contracts, bills of sale, wills, and the like, made in America, must have a stamp affixed to them, or they would

not be legal. These stamps were to be sold by the government through its officers.

9. As soon as this was known in America, the people, up and down the land, were filled with anger. They said that Parliament had no right to pass such a law; only their own assemblies had the right. Otis, in his speech against the writs of assistance, had said, "Taxation without representation is tyranny." It was a short, sharp sentence, easily remembered, and it said exactly what the people thought. Everybody repeated the words, "Taxation without representation is tyranny."

10. What did these words mean? What is representation? When a town wishes to raise money to pay the expense of making roads, or keeping them in repair, of maintaining public schools, or of any other public interest, a meeting of the townspeople is called. They vote to raise the necessary money by a tax. Every one must pay, perhaps one dollar for every hundred dollars that he owns, or one dollar for every dog that he keeps.

11. It would be impossible for all the people in a State to come together in this way, and vote to raise the money needed, and decide on the amount of the tax. Instead, each town chooses, at a meeting, certain of their number who shall be representatives of the town at the State assembly. These representatives are spokesmen for the whole town, and they vote and decide for all the towns of the State, just as if all the people had met in the State House.

12. The people of America could send no representatives to the English Parliament. So they said that Parliament could make laws for England and for the British Empire, but it had no right to make special laws for the

colonies, and lay special taxes there, because the people of the colonies had no opportunity to be heard in Parliament.

13. They sent their representatives to the assemblies, and they paid the taxes which their representatives ordered, but taxation without representation was tyranny. If they obeyed Parliament when they had no voice in Parliament, they were obeying a tyrant.

14. Accordingly, they made a great uproar over the Stamp Act. They did more. Nine of the colonies sent representatives to a congress, which met at New York, to consult as to what should be done. The people throughout the country were thus coming together for a common purpose. They were so determined, and it was so impossible for England to make them buy the stamps, that the Stamp Act was repealed; that is, after passing the law, Parliament took it back.

15. It seemed, at first, as if the colonies had gained their point. But soon it was clear that England did not mean to give up the right to tax the colonies, or to govern them in any way she saw fit. She began to send troops to New York, and Boston, and other places. The people were indignant. Why should soldiers be sent over? The country was not in danger from any enemy. Besides, they had their own soldiers.

16. In Boston, the people demanded that the troops should be sent away. They were always getting into trouble with the townspeople, for they were very unwelcome guests. The better citizens were earnestly and angrily calling upon the governor to send the troops back to England. The roughs and idlers took their own way of showing hatred. They hooted at the soldiers, and vexed them in every possible way.

17. From words they came to blows, and as the soldiers were armed, it was not strange that, in one of these street fights, some of the townspeople were killed. The people were furious at this. No matter if it was a street brawl: English soldiers had killed Americans. They called the affair the Boston Massacre, and for several years afterward they kept the anniversary as a solemn day. So angry was the town after the Boston Massacre, that the governor thought it prudent to send the soldiers, for a time, to a fort in the harbor.

18. Whatever took place in one colony was quickly reported in the others. Letters were written by the men in Boston, who were watching events there, to the principal men in the other colonies. Everywhere, people were determined not to allow England to treat them unjustly. They sent memorials to the king, in which they protested against the illegal acts of the king's officers. They agreed to do without articles of commerce which came from England, until their wrongs should be righted. Those who had sent to England for their handsome clothes now dressed in homely cloths spun in America.

CHAPTER XXXII.

THE BOSTON TEA-PARTY.

1. Thus far, the people in America had only talked, and held meetings, and gone without English goods. The king and his advisers had given way more than once, when they found they could not carry their point, but they never ceased to declare that they had the right to tax the Americans, and to treat them, in fact, as a subject people.

2. Tea was one of the articles which the Americans refused to buy of England, because a tax was laid on it when it was brought to America. Taxes on other articles were taken off, one by one, but the tax on tea was left. The English government wanted one tax left, to show that they had a right to lay as many taxes as they chose.

3. The colonies, before this, had bought a great deal of tea; now they bought scarcely any. As a consequence, the warehouses of the East India Company in England were filled with tea which the company could not sell. The English government was anxious to get rid of this tea, for it had lent the company money and wished to get it back. It could remove the tax, and the Americans would then buy the tea; but this would not do.

4. There were two taxes on the tea. The company that sold the tea was obliged to pay a tax of sixpence a pound, before any could be sent out of England; then threepence a pound more was collected before any could be landed in America. The government now took off the sixpenny tax, but kept on the threepenny tax. They imagined this would make the tea so much cheaper that Americans would not mind the slight tax that was left.

5. They did not know the Americans. As soon as the people heard of this they were very indignant. It was as much as telling them that they cared more for tea than they did for their principles; that they had stood out against the tax, only because it made their tea cost too much. In all the ports, they resolved that the tea should not even be landed.

6. In Boston, the people, under their leader, Sam Adams, went to the governor and insisted that the

ships should be sent back to England. He refused, and they took the matter into their own hands. They posted a guard over the tea-ships to make sure that none of the cargo was landed. They held meetings in

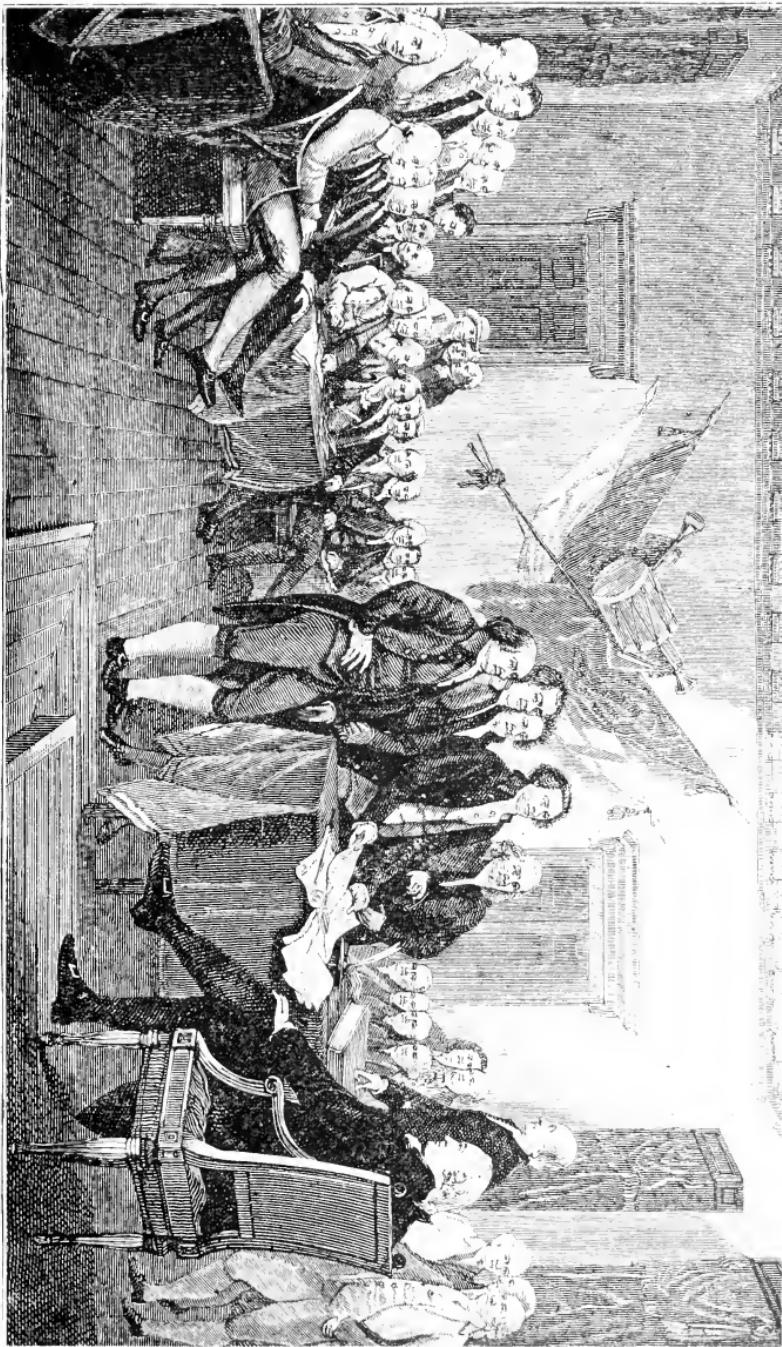


Faneuil Hall as it was at the time of the Boston Tea-Party in 1773.

Faneuil Hall, which were attended not only by Bostonians, but by people from all the country about.

7. For nearly three weeks these meetings were held. They grew to be so large that the people had to adjourn to the Old South Meeting-house. They sent committees to confer with the merchants to whom the tea had been sent. The merchants were ready to send the ships back, but the officers of the king refused to allow them to do this.

8. At last, in the middle of December, the day had come for the final answer to be given. At ten o'clock



Signing of the Declaration of Independence, 1776

in the morning, people began to crowd the Old South to hear what Mr. Rotch, the owner of the chief tea-ship, should say. He came, and said that the collector of the port absolutely refused to give him papers, by which his ship would be given permission to go back to England without unloading.

9. Everybody knew that there were two English men-of-war in the harbor, and that they would stop any vessel which might try to sail away without permission. The meeting told Mr. Rotch to go to the governor and tell him, from the people, to order the collector to give him the necessary papers.

10. The governor, who knew what was going on, had taken care to go out of town to his country-seat in Milton. He wished to be out of the way. The people told Mr. Rotch to go out to Milton and find him. Then they adjourned the meeting to three o'clock in the afternoon.

11. When three o'clock came, the Old South was crammed with people, and there was a great crowd outside. They were waiting for Mr. Rotch. Meanwhile, patriots were making speeches to the multitude. The afternoon went by, and sunset came. It was dark and cold, but the people did not move.

12. At a quarter-past six o'clock Mr. Rotch came back, and made his way through the darkness to the stand. There was a great hush. Then he announced that he had seen the governor, who refused to allow the ships to leave. As soon as he had finished, Sam Adams stood up and said, "This meeting can do nothing more to save the country!"

13. Instantly there was a tremendous shout and a war-whoop outside the building. The people poured into the street. Forty or fifty Indians were rushing down toward

the wharves. After them went the people, easily guessing who they were. They were young men, disguised as Indians, who had been in readiness in case nothing else could be done.

14. They leaped on board the tea-ships lying at the wharf, and seized upon the chests of tea. They broke in the sides of the boxes, and emptied the contents into the harbor. Not a box of tea did they spare, while the crowd stood by and cheered.

15. The news spread quickly over the country. In other towns the people were just as resolute, but the king's officers were not so obstinate, and let the ships go back to England with the tea on board. What would happen when the Boston ships returned, and carried the news of what had been done?

16. It was soon seen. Parliament at once passed an act, called the Boston Port Bill, closing the port of Boston. After a certain date no person should load or unload any ship in that port, until the town asked pardon for what it had done, and paid for the tea destroyed.

17. This was intended to punish Boston, and it was a severe punishment, for the town lived mainly by its commerce. When the port was closed, the people hung out mourning on their houses, but they had no intention of asking pardon. They were sorry to be made poor, but they were not sorry for what they had done.

18. The other towns sent messages of sympathy, and, throughout the country, money was raised and sent to help the poor of Boston. The people all felt that the town had not acted for herself alone, but for the whole country.

CHAPTER XXXIII.

LEXINGTON AND CONCORD.

1. AFTER the Stamp Act, nine of the colonies had sent representatives to a congress in New York. After the Boston Port Bill, all of the colonies, except Georgia, sent representatives to a congress at Philadelphia, which is known as the First Continental Congress. This Congress drew up a memorial to the king which recited the wrongs suffered by the colonies.

2. Thus the entire country was coming to feel a common cause, but the events in Boston made that place the one most watched. The governor of Massachusetts was General Gage. He was appointed by the king, and had several regiments of British soldiers under his command, as well as British men-of-war in the harbor.

3. But General Gage was surrounded by a vigilant people, who did not mean to sit still and suffer. It was impossible for the governor to place troops in all the towns and villages in the province. On the other hand, the people were everywhere forming their own military companies, and preparing to maintain their rights.

4. The English government took away from Massachusetts the right to have a legislature. The governor was to rule, with the aid of a council appointed by the king. The courts, whenever they saw fit, were to send prisoners to England to be tried.

5. The people refused to give up the right of self-government. If they could not meet with the governor in the State House at Boston, they would have their own meeting somewhere else; and so they did. They met

in their towns and chose representatives as before, and these representatives met in Concord. They called themselves the Provincial Congress.

6. This Congress had gathered military stores, powder, shot, and guns, in readiness for war. General Gage determined to send a company of soldiers from Boston to Concord, which was only twenty miles away, to seize these stores. He went to work secretly, so as to take the people by surprise, for he had no wish to bring on a fight.

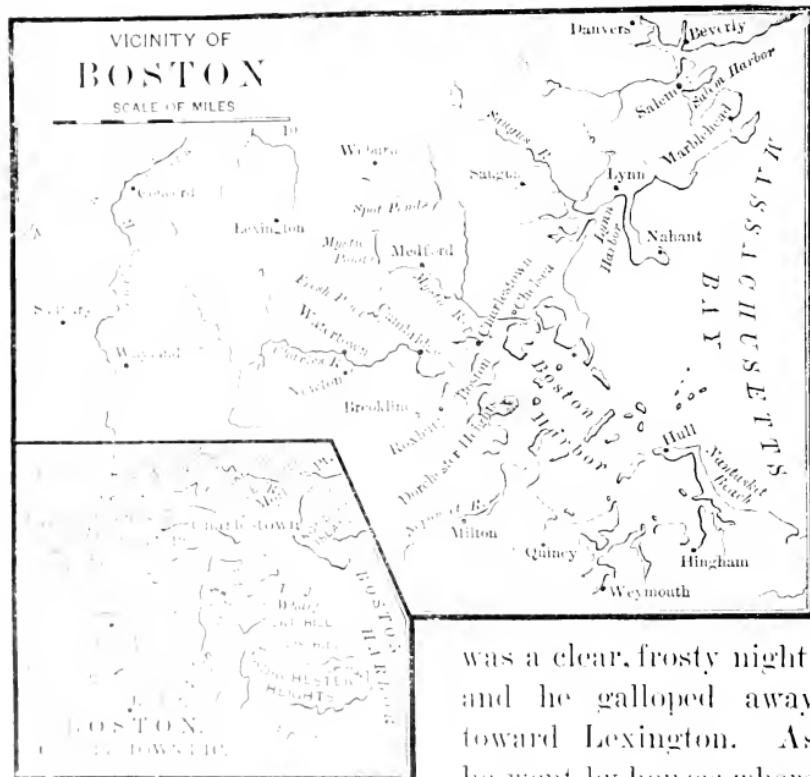
7. Near the foot of Boston Common was then the Back Bay, with water all the way to East Cambridge. General Gage ordered troops, from the barracks on the Common, to take boats at this point and cross to East Cambridge. Then they were to march through Lexington to Concord, and destroy the stores or bring them away.

8. The troops started quietly, but they could not get off without being seen. The patriots in Boston were always on the alert. Some of their number were kept walking the streets at all hours, ready to detect any movement of the soldiers. They saw the men start from the Back Bay, and immediately informed the leaders. At first it was supposed that the soldiers were sent to capture John Hancock and Sam Adams, who were leading patriots, and were at this time in Lexington. So a rider was sent across the country, by way of Roxbury, to warn them.

9. The news spread quickly among the patriots who were in council in Boston. They had been expecting some movement among the soldiers, and had agreed on a signal to notify those who were concerned. From the tower of a church at the north end of the town, a

single lantern was to be hung if the troops went by land, or two lanterns, if they went by water.

10. Two lights flashed out from the tower. Across the stream, on the Charlestown side, was Paul Revere, one of the Boston patriots. He had a good horse; it



was a clear, frosty night, and he galloped away toward Lexington. As he went by houses where patriots lived, he would stop and give the warning that the soldiers were out. At Lexington he was joined by another rider, and so rode on to Concord.

11. When the British troops, in the early morning of April 19, 1775, came to Lexington, they found seventy men drawn up on the Common. The commander of the men's troops called out: "Ye villains, ye rebels, dis-

perse!" Each side was armed; each side meant not to fire first. But, in the excitement, one of the patriots tried to fire. He had a flintlock gun, and there was a flash in the pan, but no fire. In a moment the British fired, and their fire was returned.

12. The Americans were greatly outnumbered. A fourth of their number fell, killed or wounded, and the rest gave way. One British soldier was killed, and the troops pressed on toward Concord. It was now daylight, and the whole country was roused. From all the villages about, men were pouring into the roads that led to Lexington and Concord.

13. The news reached Boston, and General Gage, hearing that his troops were in danger, sent Lord Percy with a fresh company. They did not go by water, for the boats were across the river, but marched through Roxbury and Brighton, and so through West Cambridge toward Concord.

14. Meanwhile, the first troops had reached Concord, and some had begun to destroy the military stores, while the rest held the bridge that crossed the Concord River. But a number of patriots had now gathered on the neighboring hills. While the British were breaking up the gun-carriages, they heard the sound of firing at the bridge. The Americans had attacked the soldiers left at the bridge.

15. They hurried back to them. Now the farmers continued firing angrily upon the British, who saw that they could do nothing more, and set out for Lexington again. Behind them came the Americans, following them with shot and stones. It was a warm day, and the soldiers, who had had a long march, were terribly used up.

16. They trudged along, and at Lexington met Lord Percy and his men, who helped protect them. The whole body moved as rapidly as possible down the road toward Charlestown. The Americans pressed them hard. They fired at them from behind stone-walls and fences and houses, and did not leave them alone till the tired troops crossed Charlestown Neck at sunset, and were under the guns of the British vessels in the stream. So ended the Lexington and Concord fight.

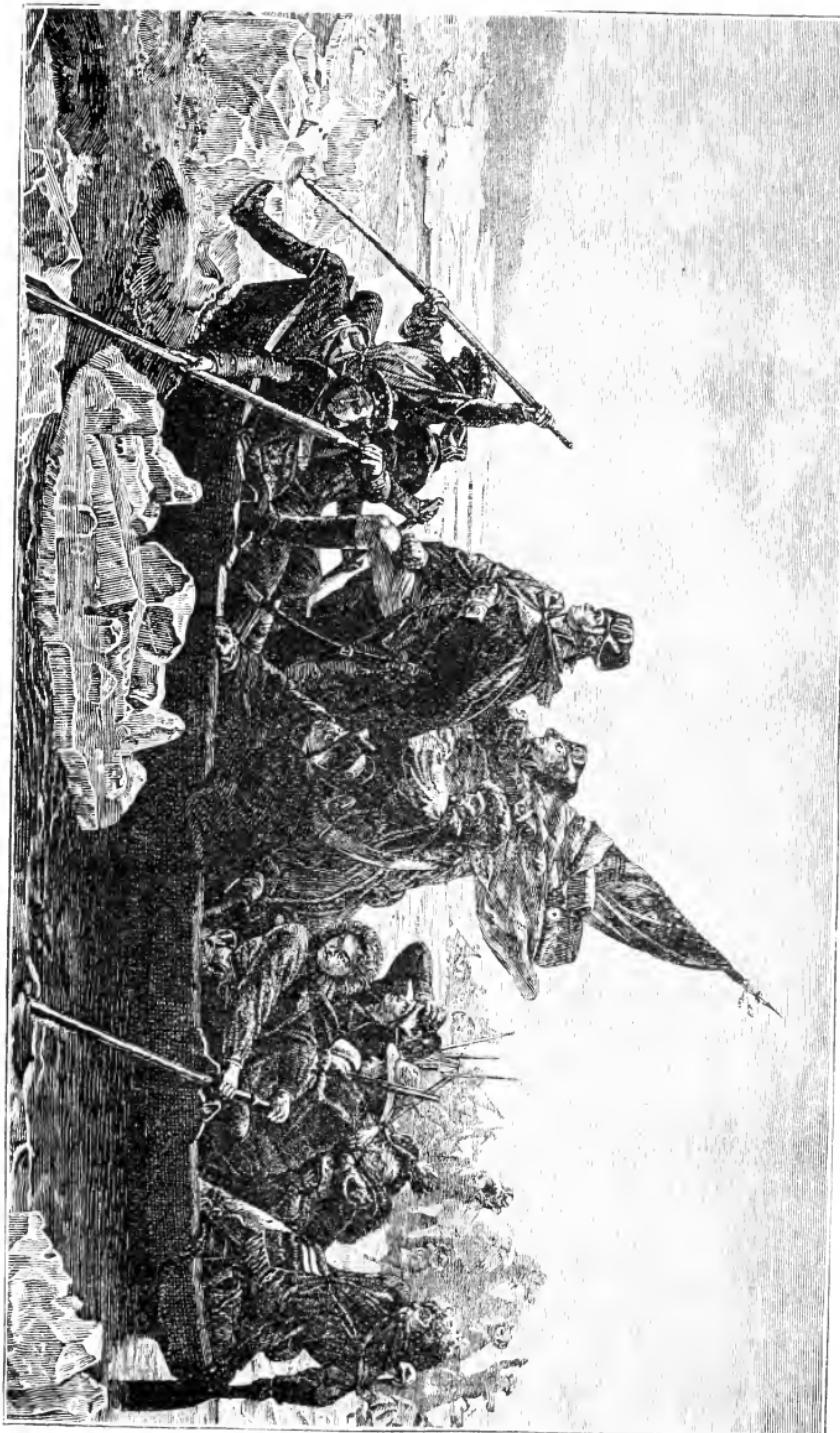
CHAPTER XXXIV.

BATTLE OF BUNKER HILL.

1. WHEN the British troops reached Charlestown, they encamped on a hill called Bunker Hill. Just beyond, nearer to the water which separates Charlestown from Boston, was Breed's Hill. At the foot of these hills was the town of Charlestown. A ferry carried people across to Boston.

2. The men in the country who had been roused did not go back quietly to their farms. They had been drilling in militia companies for a long time, and now they marched to Cambridge and encamped on Cambridge Common. The Provincial Congress at Concord, three days after the fight, resolved that an army of thirty thousand men should be raised, and proposed that nearly half the number should be enlisted in Massachusetts.

3. The other New England colonies voted to raise regiments, and troops quickly gathered and surrounded Boston. There was a Rhode Island army and a Connecticut army, an army of Massachusetts and an army



Washington Crossing the Delaware, December 25, 1776.

of New Hampshire. There was, however, no united army, and no general commanding all the forces.

4. The news of Lexington and Concord was sent to Philadelphia, where the Continental Congress was assembled. It was evident that if there was an army of Americans encamped about Boston, that army was fighting for all the colonies, and not for New England only. The Provincial Congress at Concord asked the Continental Congress at Philadelphia to make the army a Continental army, and to appoint a commander-in-chief. The members agreed, without a dissenting voice, upon George Washington of Virginia.

5. Washington set out from Philadelphia for Cambridge, but on the way he heard a startling piece of news. The army of which he was to take command had not waited for him. It had fought the battle of Bunker Hill.

6. The way it came about was this. After the fight at Concord, the patriot camps about Boston really shut the British up in the town. The people in Boston who feared fighting were very anxious to get away. The people outside of Boston, who were on the king's side, were anxious to get into Boston, where they would be under the protection of the British soldiers.

7. Thus there was a great deal of going back and forth. The king's men could at any time leave the town by sea, but if they wished to hold the place, they must also hold the hills which overlooked it. The most important of these were, Bunker and Breed's in Charlestown, and Dorchester Heights opposite Boston on the other side.

8. It was clear to the patriots, also, that if they wished to command Boston they must get possession of the

hills. So, after much thought, just as the British were planning to occupy Dorchester Heights, the Americans made up their minds to seize upon the Charlestown hills and build a fort there.

9. On the night of the 16th of June, about two months after the Concord fight, a company of Americans marched from Cambridge Common to Charlestown. They came to Bunker Hill, but saw that they would not be safe unless they fortified Breed's Hill, which was nearer to Boston.

10. So, a little after midnight, they went to work with a will, a thousand men digging in the earth to raise an embankment on the top of the hill. Their leader was Colonel Prescott, whose grandson was afterward a famous American writer.

11. When the sun rose on the morning of the 17th of June, it shone on a fortification six or seven feet in height, behind which were a thousand men, who had toiled through the night, and were still busily strengthening their defense.

12. As soon as the captain of a British man-of-war, lying in the stream, saw what had been done, he began firing on the fort. His guns gave notice in Boston, and the British officers at once met in council. At first they proposed to send a force of men to Charlestown Neck, to attack the fort from the rear. They decided, however, to cross to Charlestown and storm the fort in front.

13. The Americans, meanwhile, were sending messengers to Cambridge, to ask for more troops and guns. Gen. Israel Putnam, a brave Connecticut soldier, was very busy, riding back and forth and cheering the men. He was the highest officer in rank on the ground, and

while Prescott was in command behind the fort, Putnam took general charge of affairs.

14. It was noon before the British landed, but they kept up a constant fire from their ships to prevent the Americans in Cambridge from going to Charlestown. By three o'clock, the British soldiers were formed in line at the foot of the hill ; at the top were the Americans, with beating hearts, waiting the attack. There was a rail-fence stretching down one side of the hill. They had hastily filled this in with sticks and grass, and some of the men were behind it.

15. They had very little powder and shot, and both Putnam and Prescott knew how needful it was for the men to save their ammunition. If they could have the courage to hold their ground until the enemy came close to them, it would be much in their favor.

16. "Wait till the enemy are within eight rods," they said. "Save your powder." "Men, you are all marksmen," said Putnam. "Don't one of you fire till you see the whites of their eyes."

17. The eager men, their hearts thumping at the approach of the enemy, could not restrain themselves. One and another fired, but their commanders indignantly ordered them to stop. On came the British, marching in a solid body. They came nearer. They were within eight rods. "Fire!" came the command ; and the Americans, springing up, poured their fire down upon the advancing line.

18. Still the enemy pressed forward. Again and again the Americans fired. The British hesitated. Their commander ordered a retreat. They turned and went down the hill, and a shout burst from the Americans.

19. Now if only reinforcements and ammunition

would come from Cambridge! But the fire from the ships made that next to impossible. Only a few could make their way across the narrow neck. The men who had worked all night and all day had to bear the brunt of the fight.

20. In a quarter of an hour more the second attack came. Again the dusty, smoke-covered men beat back the British soldiers. In vain the British officers pricked their men forward with the bayonet. They were forced to order a retreat. Once more the men behind the earthworks and the fence burst into a cheer.

21. When the third attack was made, the British were more cautious and more determined. They placed their cannon where they could reach the inside of the fort, and again they advanced, their number increased by fresh troops. Once more the Americans received them, but their ammunition was gone. They seized their muskets by the barrel and used them as clubs. They hurled stones upon the advancing men, but such a fight could end only in one way.

22. The Americans, fighting desperately hand to hand, now began to give way, and to retreat slowly toward Cambridge. They had fought a brave fight. They had lost; but the battle of Bunker Hill, as it is called, was one of these memorable battles where the courage of the men who fought in it is remembered long, though the battle is lost.

CHAPTER XXXV.

THE BREACH WIDENS.

1. For nearly nine months after the battle of Bunker Hill the British continued to occupy Boston, while the American army surrounded the town. Washington, with his officers, was busy drilling the men and collecting supplies. The patriots had very little powder and very few cannon.



Washington's Headquarters in Cambridge.

2. At last, however, Washington was ready to drive the British out of Boston. At the same time the king's men saw that nothing was to be gained by staying there. They might much better take

possession of the central parts of the country. So, as soon as they saw that they were to be attacked, they went on board their ships and sailed away.

3. It was not too late, many on both sides thought, to prevent war, and to bring back the colonies so that they should be on good terms with the king. But during the long months when the two armies were watching each other, the people were growing more used to the idea that they could get along without England. They did not see that the king meant to set right the wrongs they suffered. On the contrary, they saw regiments of soldiers coming across the Atlantic, and they heard the king talk about subduing his rebellious subjects.

4. One thing was certain,—the different colonies

could not carry on their affairs without some government. The people had their legislatures, and the king had appointed the governors and judges ; but it would be impossible to go on thus when the king was treating them as rebels. So the Congress of the colonies advised each colony to set up its own government ; to continue to have its legislature, but also to choose its governor, and have the governor appoint the judges.

5. South Carolina did this before Congress advised it, but the colony declared that it took the step only until there should again be peace. One colony after another set up its own government, and thus with very little confusion each colony became a State. Where there had been thirteen English colonies, there were now thirteen American States.

6. In Congress, some of the bolder members were in favor of declaring the country to be free. Others advised patience. England, they said, might yet change her mind, and all go on as before. Every fresh attack, however, by the British, served to make this seem impossible, and more surely united those who believed in independence.

7. At last Congress determined to consider definitely the question of independence. Then it took a recess of four weeks. This was to give the members an opportunity to go home and hear what their neighbors thought. When the recess was over, and the members came back, they had no longer any doubt. It was quite clear that the people were ready to declare the colonies free and independent of Great Britain.

CHAPTER XXXVI.

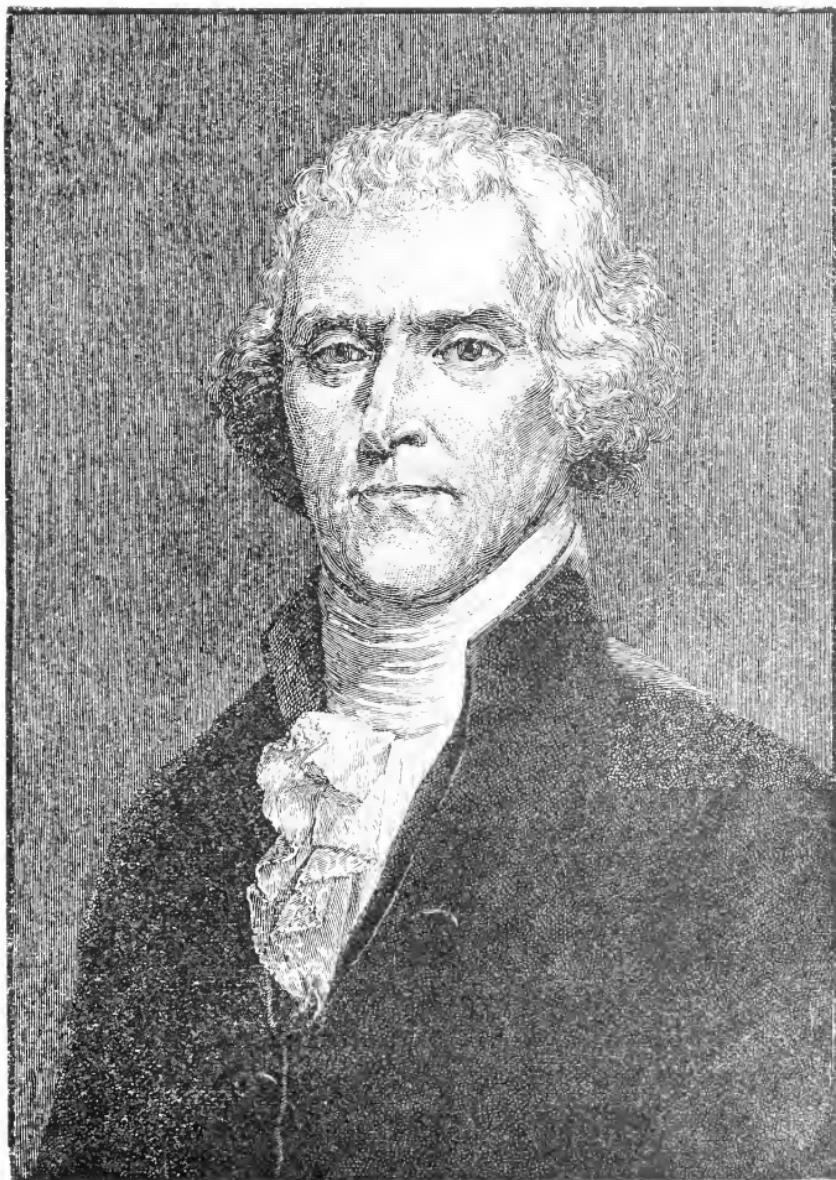
FOURTH OF JULY.

1. ON the second day of July, 1776, this resolution was passed in Congress: "That these united colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved."



Independence Hall, 1776.

2. It was a very serious step to take. One of the members of Congress was John Adams of Massachusetts, who became the second President of the United



Thomas Jefferson.

Born April 2, 1743: died July 4, 1826

Third President of the United States

States. He wrote a letter, July 3, 1776, to his wife, in which he said: "The second day of July, 1776, will be the most memorable epocha¹ in the history of America. I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival. It ought to be commemorated, as the day of deliverance, by solemn acts of devotion to God Almighty. It ought to be solemnized with pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations from one end of this continent to the other, from this time forward forevermore."

3. It is not July 2d, however, but July 4th that has ever since been celebrated. On that day Congress agreed to the Declaration of Independence, and ordered it to be published to the world. The Declaration was signed by John Hancock, president of Congress, and Charles Thomson, secretary. A few weeks later the Declaration was written on parchment and signed by all the members of Congress.

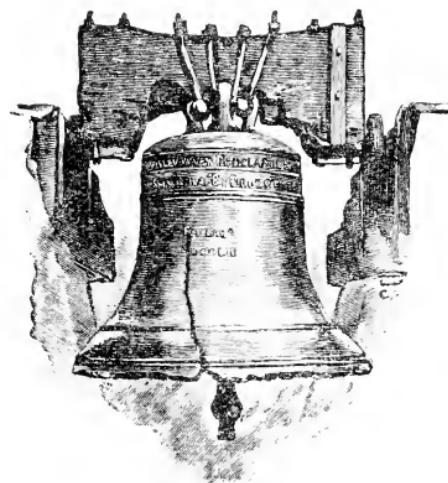
4. The original parchment copy is preserved at Washington. It is an interesting fact that Thomas Jefferson of Virginia, who wrote the Declaration, and John Adams of Massachusetts, who was its principal supporter, both died on the 4th of July, 1826, exactly fifty years after the Declaration was published.

5. Although Congress voted that every member should sign the Declaration of Independence, there were some who had many doubts as to the wisdom of taking such a stand. In it, Congress told the world how the king had treated the colonies. It told of the petitions addressed to the king, and how he answered with new orders. It showed that the colonies had appealed, not

¹ Epoch (pronounced ep'ōk) = day.

to the king only, but to their brethren the people of England.

6. All had been in vain, and now Congress declared to the world that the colonies were no longer subject to Great Britain; they were free and independent States, governing themselves. Something more than a year later Congress went further, and drew up a plan by which the thirteen States should form a confederation called the United States of America.



LIBERTY BELL, INDEPENDENCE HALL.

CHAPTER XXXVII.

THE WAR FOR INDEPENDENCE.

1. THE war for independence began when the first shot was fired on Lexington Common. On the 19th of October, 1781, the British forces under Lord Cornwallis surrendered to General Washington at Yorktown, Virginia. It was nearly two years after that, however, namely, on September 3, 1783, when a treaty of peace

was signed between Great Britain and the United States.

2. Thus the war lasted more than eight years. It was a hard war. The Americans were not trained to arms. Many of them, indeed, had fought the Indians, and some had been engaged in the war between England and France; but for the most part they were farmers, who left their farms for the camp.

3. The English, on the other hand, sent over regiments of men who had been trained in the art of war. They had a navy, too, with which they could blockade the ports, and carry their army from one point to another on the sea-coast. There were many in America, also, who did not wish the colonies separated from Great Britain. These Tories, as they were called, were often of great service to the English.

4. After the British sailed out of Boston harbor, there was not much fighting in New England. The Americans tried to persuade Canada to join them: but, though Canada had only lately been conquered by England, the Canadians cared little about the war and took no part in it.

5. The British took possession of New York and kept it till the end of the war. They found it very important to hold New York bay for their fleet, and they wished to control the whole length of the Hudson River, Lake George, and Lake Champlain. If they could do this, they would separate New England from the rest of the country, and so find it easier to conquer the people.

6. For this purpose they sent an army, by way of Quebec and Montreal, to the head of Lake Champlain. Another army was to come from Lake Erie, by way of the valley of the Mohawk River, and join the first one

near Albany. General Burgoyne, who commanded the expedition from Lake Champlain, expected the general in New York to come up the river with a third army.

7. The second army was turned back by a force of Americans, and never reached Albany. The third army was so hoodwinked by General Washington, who made believe he was coming to fight it, that it did not join the northern army, and Burgoyne was defeated in a succession of battles near Saratoga, to the great encouragement of the Americans.

8. At another time the British hoped to get control of the Hudson River through the treachery of an American general. General Benedict Arnold was in command at West Point, on the Hudson. It was an important post. The army which held it would be able to hold the roads leading from New England into New York State.

9. Arnold was a selfish man, and he loved money. He offered to betray West Point and the army there, to the British, for a sum of money. Major André, the English officer who was carrying messages back and forth, was captured, and the plot was discovered in time. André was hanged, but Arnold escaped and became an officer in the British army.

10. In the early part of the war Congress met in Philadelphia. Afterward, the British came by water from New York, landed below the city, met the American army, defeated it, and took possession of Philadelphia. They held the city through one winter, but then returned to New York.

11. During the last part of the war the principal fighting was in the south. The people there were nearly equally divided in allegiance. Every plantation was an

armed camp, and neighbor fought neighbor. It was only so long as an army on either side occupied a district, that the district could be said to be for Congress or for the king.

12. At first the American army was badly defeated in the south. Then General Nathanael Greene was placed at the head of that division, and he drove the British from one post to another, until they finally took up a position at Yorktown, in Virginia, where the last great battle of the war was fought.

13. Though the Americans fought bravely for independence, they owed much to the help which they received from France. France was an old enemy of England, and when she saw the English colonies in rebellion, she encouraged them, and promised to help them.

14. It was only after Burgoyne was defeated, however, that France came forward openly and declared herself an ally of the United States. So it came about, that the people in America who formerly had fought the French with the British on their side, now found themselves fighting the British with the French on their side.

15. The French sent a number of ships and men to help the Americans. In the final struggle, the French army, under Count Lafayette, and the French fleet rendered important aid. France also lent the United States money to carry on the war.

16. This was especially needed, for, when the war came, the people were poor. They had just spent a great deal of money in the French and Indian war. Besides, since their commerce had been chiefly with England, the war put an end to that, and they had not the means of obtaining money.



James Madison.

Born March 16, 1751; died June 28, 1836.

Fourth President of the United States

CHAPTER XXXVIII.

HEROES OF THE WAR: THE PLAIN PEOPLE.

1. The men who fired the first shot at Lexington were farmers. Throughout the war, the country depended almost entirely upon American volunteers.

There were some European officers, and the French sent over a few soldiers, but these last did not do much fighting.

2. The war was begun by the people and carried on by them. They did not hire other men to fight for them: they were fighting for their own rights and freedom. We call them patriots, which means men who love their country.

3. At first, country meant, to each soldier, the colony in which he had lived. But as the war went on, and New England men fought in New York and Pennsylvania, and men from the south fought side by side with men of the north, their country meant all the thirteen States. When men have fought in the same company, and have suffered together, they learn to know one another well.

4. At the time when the British held Philadelphia, the old American army was in winter-quarters at Valley



A Soldier in the Continental Army.

Forge, a place about twenty miles from Philadelphia. The British army was having a very comfortable winter; it was well housed and warmed. There were many Tories in the city and neighborhood, and the people in the country about were very ready to sell provisions to the British. There were fine times in the winter evenings, and the city was gay with feasting and dancing.

5. It was not so at Valley Forge. The soldiers made haste to cut down trees and build rude huts, which they plastered with mud; but they could not get these finished before the icy winter was upon them. Congress could not, or would not, do much for them. The separate States were expected to look after their own men, but the States were poor.

6. Often the men had no blankets or overcoats, or even shoes to their feet. Provisions were scarce. The soldiers went for days without meat. Hundreds of horses starved to death, because no grain or hay could be had. Men sickened and died, but their brave comrades lived on, uncomplaining. This is what Washington said of the heroes:—

7. “To see men without clothes to cover their nakedness, without blankets to lie on, without shoes [for the want of which their marches might be traced by the blood from their feet], and almost as often without provisions as with them, marching through the frost and snow, and at Christmas taking up their winter-quarters within a day’s march of the enemy, without a house or a hut to cover them till they could be built, and submitting without a murmur, is a proof of patience and obedience which in my opinion can scarcely be paralleled.”

8. There were heroic women also in those days.

While the British were occupying Philadelphia, the officers in command met to consult in the house of William and Lydia Darrah, two Quakers, who were ardent patriots. They told Lydia one night to send her family early to bed, and they would let her know when they were ready to leave the house.

9. She suspected, from their secrecy, that they had some plan on foot; so she crept quietly to the door of the room where the officers sat, and there heard the order read for an attack to be made the next day on the American army, which was then at White Marsh, outside of the city.

10. She went softly back to her chamber, and lay waiting for the summons to let the officers out. When they had gone and the house was locked, she could not sleep for thinking how she could help her countrymen.

11. At last, at early dawn, she told her husband that they needed flour, and that she must go to Frankfort to the mill. She saddled her horse and rode to headquarters, where she obtained a pass to Frankfort. Then she rode to the mill with her bag; but no sooner had she left it to be filled, than she rode full speed toward the American camp. As soon as she met an American officer she told her story and sent him to General Washington, with a caution not to say how he got his news.

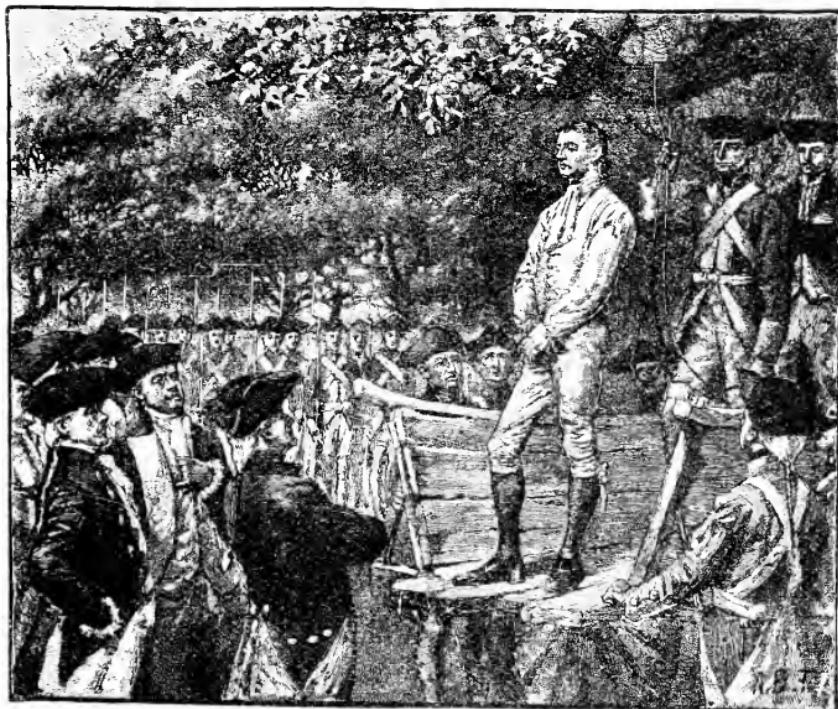
12. Then she returned to Frankfort, received her bag of flour, and rode back to Philadelphia. Soon she saw troops leaving the city, and she waited anxiously for the result. She heard no firing, but after several hours she saw the troops coming back. One of the officers came to her house and called her to him.

13. "Were any of your family up, Lydia, last night, when we met here?" he asked.

14. "No," she replied; "I did as you told me, and sent them all to bed at eight o'clock."

15. "It is very strange," said the officer. "You were sound asleep, for I had to knock three times before I could wake you; but somebody must have learned our plans, for when we expected to surprise the rebels, we found Washington prepared to meet us, and we had to give it up and come back."

16. One of the martyrs of the war was a young Connecticut soldier named Nathan Hale. He was a



Execution of Nathan Hale.

studious young man, who had been through college and loved his books, but went into the army because he wished to serve his country.

17. General Washington needed some one to make his

way into the enemy's camp on Long Island, find out how many soldiers there were, and how they were placed. Hale volunteered to go. It was dangerous business. He would be a spy, and men do not praise spies; but he said, "Every kind of service necessary to the public good becomes honorable by being necessary." A friend begged him not to go. "I will reflect," he said, "and do nothing which I do not feel to be my duty."

18. He decided to go. He took note of all he saw, and was just making his way across the ferry to New York, when he was discovered by a Tory who knew him, and was carried to the British commander. It was useless for him to deny his business, for his papers were found upon him. He was a brave fellow, and made no excuses for himself.

19. The commander gave orders that he should be hanged. He was a rebel and a spy; therefore he was not even to be tried. He was not to be shot like a soldier; he was not allowed to write to his mother; he was not allowed to have a Bible to read; he asked to have a clergyman visit him, but his request was refused. He was hanged like a base criminal, but he said with a clear voice just before he was hanged, "I only regret that I have but one life to give for my country."

CHAPTER XXXIX.

HEROES OF THE WAR: THE LEADERS.

1. WHEN the war broke out, the most famous American was Benjamin Franklin. He was an old man, but he had great faith in his countrymen, and he was constantly writing and saying encouraging words. He was sent to Paris, that he might make the French friendly to America. Other agents were sent with him, but Franklin, by his shrewdness, his wit, by saying the right word at the right time, did more than all others to commend the American cause. He was one of those who finally signed the treaty of peace between England and the United States.

2. Sam Adams was one of the most active men in Boston, at the time when the people there were resisting the king. He was not a rich man, nor did he associate only with rich men. He was in the habit of talking much with the workingmen of Boston, who formed clubs, and discussed town affairs at their meetings.

3. He was sure to be at the town-meeting, and often presided. He was one of the first to see that it would be impossible for the colonies to continue to be governed by England. So he labored, day after day, to bring other people to his way of thinking, and the people sent him to Congress, where he was one of the chief advocates of independence.

4. Patrick Henry of Virginia was a great orator. He was in the Virginia assembly when the Stamp Act was passed in England, and he led the members in opposition to it. He was a brave man, and foremost among

the Virginian patriots. By his eloquence he persuaded the people to take a stand, when timid men held back.



Sam Adams.

The author of the Declaration of Independence was Thomas Jefferson of Virginia. He was a planter, but he was also a fond of study. He made notes on all the important events and places in his native colony.

He studied science, and he also studied very carefully the meaning of government, and the history of other peoples.

6. So when his neighbors sent him to Congress, it was quickly found out that he had more scholarship than his



Patrick Henry.

fellows. Every one went to him for advice, and he was called upon to frame laws, and to write out what the people thought.

7. John Adams of Massachusetts was a cousin of Sam Adams. He believed heartily in the right of the

people to govern themselves, and he was one of the strong advocates of independence. He was sent to France and Holland, to aid in winning the friendship of those countries.

8. He was a most industrious man, and he was constantly at work explaining to the people of Europe just what the Americans were trying to do. He succeeded in persuading them to lend money to the United States. He was a very stubborn man, and when the treaty of peace was signed with England, he insisted on certain rights which the English were very slow to grant.

9. In time of war the management of the treasury is scarcely less important than the management of the army. One of the most patriotic of Americans was Robert Morris of Pennsylvania, who was financial agent for Congress. He was a rich merchant and an able, honest man. He not only took care of the funds of Congress, but, in times of great distress, he pledged his own property. He saved the country from financial ruin, but he died a poor man.

10. While these and other men were busy, in Congress and out, in Europe and in America, the principal business was to fight successfully. Naturally, the people looked to those officers who had learned something of the art of war when fighting the French and Indians.

11. One of the first generals who took the field was Israel Putnam of Connecticut. When he was a young man on a farm he was called to a wolf-hunt. The wolf took refuge in a cave, and could not be reached or driven out. Putnam, with a rope about his waist, torch in one hand and gun in the other, crawled, flat on his face, into the cave. He shot the wolf, and the people dragged him and the beast out together.

12. He was plowing a field when the news of Lexington came. Leaving his son to unyoke the team, he sprang upon a horse and rode, dressed as he was, to rouse his neighbors. It was seventy miles to Boston, and farther to Concord; but Putnam was there the next day, having ridden his horse night and day.

13. We have seen that he was at the front in the battle of Bunker Hill. When Washington came to Cambridge, he brought a commission for Putnam, who had been made a major-general by Congress. He fought bravely through the war and, as he was a daring man, had many famous adventures, and was such a favorite that he was commonly called "Old Put."

14. Putnam was a farmer, though he had seen service in the French and Indian war. Nathanael Greene was a Rhode Island blacksmith, the son of a Quaker. He was very fond of his books, and was a member of the Rhode Island assembly. There he showed himself so wise and prudent that he was made a brigadier-general, when Rhode Island sent troops to Cambridge.

15. At Cambridge he met Washington, and the two became close friends. Washington saw, as the war went on, what an excellent manager Greene was, and he persuaded Congress to appoint him quartermaster-general. This meant that he should secure and have charge of all the supplies for the army,—one of the most difficult places to fill.

16. General Greene showed that he was the right man in the right place, and once more he was promoted. The British were using all their efforts to separate the southern colonies from the northern. It was their last hope. The American army had been defeated, but Greene took command and turned the scale.

17. General Wayne was a daring, dashing man, and so ready for perilous adventures that he was nicknamed Mad Anthony Wayne. The British had captured a half-finished fort at Stony Point, on the Hudson. Wayne undertook to recapture it, and by a bold attack in the



Capture of Stony Point.

surprised the British, and in half an hour after the first shot was fired, was master of the fort.

18. The southern colonies were not so thickly settled as the northern. It was hard to maintain an army there, and many planters took sides with the king. But there were brave men who formed companies and rode



James Monroe.

Born April 28, 1758; died July 4, 1831.

Fifth President of the United States.

stealthily through the country, suddenly attacking the British and causing them great trouble.

19. Such a man was General Marion. He had sometimes only twenty men with him, never more than seventy. Once with twenty men he surprised the British, who had taken a hundred and fifty prisoners. He fell upon the guard and set the prisoners free. To get swords for his men, he ground the saws of saw-mills. He never exposed his men rashly, but he was as quick as an eagle, swooping down upon the enemy when they least expected it. He was an earnest lover of his country, and an honest, humane man.

20. The British, though possessing a great navy, did not have everything their own way at sea. Bold American seamen fitted out fishing-vessels and merchantmen, with which they pounced upon English vessels, and even landed on the coast of England. One of the most famous of these seamen was John Paul Jones.

21. The war in America interested many in Europe who loved liberty, and officers who had been engaged in war eagerly offered their services to Congress. The most noticeable of these were Kosciusko, Kalb, Steuben, and Lafayette.

22. Kosciusko was a Pole who had fought in vain for the freedom of Poland. Kalb was a German who had, not long before the war, been sent as a secret agent by France to America to inquire into affairs there. Steuben was a German, a soldier by profession, who had learned the art of war under the greatest of European generals. He was a famous drill-master, and did much to make the Revolutionary army a compact one.

23. Lafayette was a young French nobleman, full of fiery ardor for freedom. He gave his money and, though

his friends and the court tried to dissuade him, he gave himself. He crossed the Atlantic, and was put at the head of a division of the army. He was a brave, cheerful leader of men, and from the first made himself beloved by Washington.

CHAPTER XL.

GEORGE WASHINGTON.

1. THE capital of our country, where the President lives and Congress meets, is called Washington. There is a State named Washington. Thirty of the States and Territories have each a county of Washington. There are about fifty post-offices in the country bearing the name, and it would be impossible to say how many towns and cities have a Washington Street. Thousands of American citizens have for the first initials of their names, G. W., standing for George Washington.

2. There is no other name in American history so universally known. This is not strange, for when the American people fought the War for Independence, George Washington was commander-in-chief. When they formed the government of the United States, they made him the first President. He was the only President who ever received all the votes of the electors.

3. Washington was born at Bridges Creek, near the Potomac River in Virginia, Feb. 22, 1732. His father was a planter, and lived as the Virginia gentlemen of his day lived. His servants were slaves, living in their cabins a little way from the great house of the master. He had horses and cattle, and spent most of his time

riding about his estate, meeting his neighbors, hunting and fishing, and taking part in the government of the colony.

4. These Virginia planters were used to ruling. They did not work much with their hands, but they directed other men. Each estate was like a little kingdom, and the families that owned the estates were on equal terms with one another. The planters were not unlike the noblemen and gentry of England.

5. In such a society George Washington grew up. His father died when he was eleven years old, but he had a wise, careful mother. He went to school, where he learned what little the master had to teach, but was most famous among his companions for his strength and skill in play. He could tame horses, was a swift runner, an agile wrestler, and could toss the bar farther than any one.

6. He was a boy of strong passions and quick temper. That was nothing unusual; but the remarkable thing is, that he began when quite young to master himself. The Bible says that "he that ruleth his spirit is better than he that taketh a city;" and Washington grew up so strong, that he was cool and self-possessed and just, though his spirit was fiery with passion.

7. He had a great liking for the study of surveying, and he was very orderly in all his accounts and papers. He was studiously neat and exact in his work, for this was all a part of that complete command of himself which was to make him able to command others. His early copy-books are still to be seen.

8. There was much talk in those days about the western lands; but the West meant, to Virginians, the country about the Ohio River. That country was a

part of Virginia, and settlers were taking up its land. There was great need of surveys of the country, and Washington determined to become a land-surveyor.

9. He began his work as early as when he was sixteen years old, and did it so thoroughly that he received an appointment as public surveyor. For three years he was hard at work, but during this time he also showed a great interest in military life.

10. The work of a surveyor, especially in a new country and among Indians, was an excellent training for a soldier. It made him able to endure hardships, quick in invention, and expert in overcoming difficulties.

11. When, therefore, at the age of nineteen, Washington was appointed an officer over the militia of one of the districts of Virginia, he was already fitted for the duty, and he practiced diligently all the exercises of the soldiers.

12. He was just of age, and held the rank of major, when the governor chose him to visit the Ohio River on an important errand. It was said that the French were building a fort on land which belonged to the English, and Washington was sent to warn them to leave. He made the journey, which was a very dangerous one in the winter season, and acted so prudently that he delivered his message, found out what the governor wished to know, and came back to report.

13. He was now made a lieutenant-colonel. The Virginians were aroused by the doings of the French, and they sent out men to build a fort at the most important point. Washington was sent with some men to support them, but, on the way, learned that the French had come down suddenly, driven away the builders of the fort, and finished it for their own use.

14. This was the fort against which General Braddock marched the next year. Washington went with him, as we have seen, and showed himself a brave and skillful soldier. He was now made commander-in-chief of the army of Virginia. He led the forces which afterward took possession of the fort, in the French and Indian war.

15. When that war was over, he returned to his estate, which had been greatly enlarged, for a brother had died and had left his land to him. He married, and was busy with his plantation; but all the while he watched the troubles of the colonies with Great Britain. He was a member of the Virginia assembly, and was heartily opposed to all those acts of England which were unjust to the colonies.

16. Virginia sent him to the Continental Congress, and Congress, when the time came, chose him commander-in-chief of the American army. From that time he was the foremost man in America.

17. The whole story of his life is like that of his youth. He belonged to the class of men who were in the habit of governing others. When the separation from Great Britain came, the rich Tories in New England and New York left the country, and went to Canada and England. The Virginia planters lived like English lords, but they were lovers of freedom, and there were not many Tories among them.

18. Washington learned his love of liberty from Virginians; but he learned how to govern others by first governing himself. He was a tall, strong man, and every one who saw him was a little in awe of him. He did not laugh much, but he was a pleasant companion. He had enemies, who hated him because he was

great, and because he was not easily moved to do as they wished him to do. But he thought first of his country and last of himself; therefore his country has always honored him as its First Citizen, and he bears the name of the Father of his Country.

CHAPTER XLI.

A BUNDLE OF STICKS.

1. WHEN the War for Independence was over, there were thirteen States in America, which were no longer under the government of Great Britain. Each State had its own government, but there was also a Congress to which all the States sent representatives; it was with this Congress that Great Britain made peace.

2. The king did not sign thirteen treaties with thirteen States; he signed one treaty with commissioners from the United States. But the United States of that day was very different from the United States which we know. There was no President chosen by the whole people, with his Cabinet officers to advise him; there was no Senate, no House of Representatives; there was no United States Court. There was only a Congress, which had very little power, because the people were unwilling to give it power.

3. The thirteen colonies had gone to war, because each thought that the king was trying to rule it contrary to the rights of English people. They had united for the war, because they knew that thirteen colonies together would be stronger than thirteen fighting separately. The old fable of the bundle of sticks was shown to be true.

4. A farmer's sons once had a quarrel. The farmer tried to make peace between them ; but though he used many words he could do nothing. So he bade them bring him some sticks. He tied these together into a bundle, and gave the bundle in turn to each of his sons and told him to break it. Each son tried, but could not. Then he untied the bundle, and gave them each one stick to break. This they did easily ; and the farmer said : "So is it with you, my sons. If you are all of the same mind, your enemies can do you no harm ; but if you quarrel and become separated, they will easily get the better of you."

5. The colonies tied themselves together, and England could not break them. But when there was no longer any enemy, they began to fall apart again. They were States now, and each State thought of itself and looked with suspicion on its neighbor State.

6. Congress was hardly more than a committee. The States had been careful not to give it too much authority. They did not wish to break away from a king, and then set up a power over them which might be as unjust as a king. And since Congress was of so little account, the ablest men no longer belonged to it ; they were governors of States, or agents abroad.

7. The government seemed to be falling to pieces. Congress could with difficulty bring enough members together to attend to business. Scarcely any one paid any attention to what it did ; least of all was it respected by foreign governments. John Adams, who had been sent as commissioner to England, could hardly get a hearing there. In fact, some members of the English government began to say that England might, after all, repossess of the weak States again.



John Quincy Adams.

Born July 11, 1767; died February 23, 1848

Sixth President of the United States.

8. Still, the people of the States really did know one another better than before the war. They had fought side by side, and the leaders now wrote long letters to one another about the state of affairs. They were anxious that the country should not lose the good it had secured. Neighboring States held conventions for settling questions about trade that had arisen among them.

9. It was a great help that all spoke the same language, that all had much the same religion, and lived under laws and forms of government which did not greatly differ; in short, there were many more points in which they agreed than there were in which they differed. Besides, they saw that they were likely to fall into fresh difficulties with England, and this made them all wish for some union of action.

CHAPTER XLII.

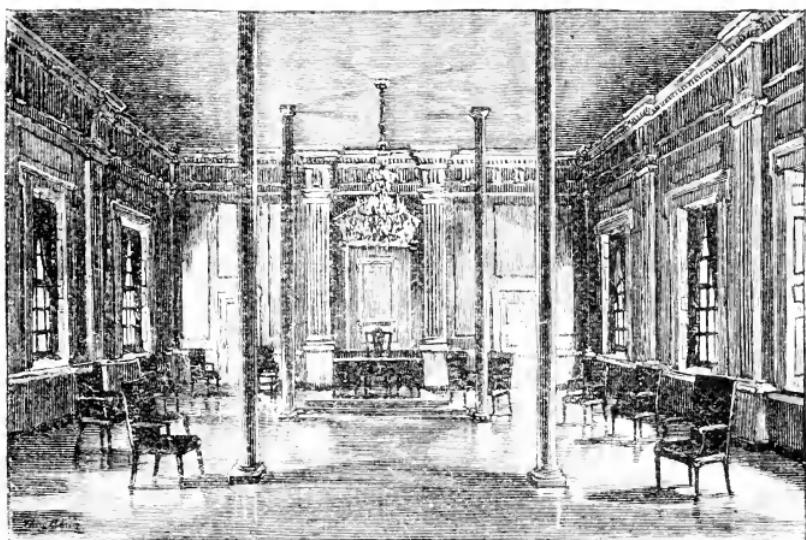
THE NEW GOVERNMENT.

1. The people living in the United States had long been used to settling their own difficulties. They knew how to carry on town-meetings, and State assemblies, and a general Congress. Whenever they found themselves face to face with a hard problem, they called a meeting and talked it over. Moreover, the several States had charters, and constitutions, and written laws.

2. So now the States called a Convention, which met in Philadelphia in the summer of 1787. This Convention drew up, with great care, a Constitution which begins with these words: "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for

the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

3. The Constitution then declares that the government of the United States shall be in a Congress which



Interior of Independence Hall.

is to make the laws, a President who shall see that the laws are carried out, and judges who shall decide disputes and try offenders against the laws.

4. It further says that this government shall act for the people in all dealings with foreign governments; that it shall provide for the defense of the people against enemies; that it may make war in the name of the people; and that it shall take charge of all those matters, like the post-office, and the care of public lands, which concern all the States and not some single one.

5. The members of the Convention talked long and earnestly over a Constitution. Two or three different plans were discussed, before they could agree on the best. Then they sent to each of the States a copy of the Constitution as they finally wrote it. It was not to be the law of the land until the people in at least nine States had accepted it.

6. The people now took up the matter. There were not many newspapers in those days, but they were all filled with articles and letters about the new Constitution. Especially, those members of the Convention who had worked hard in shaping the Constitution now did their best to explain it, and show that it would work well.

7. It was the great topic everywhere. Whenever a few men got together, in a country store or by the fire-side, they were sure to have a debate on this subject. Then the several States held conventions to decide whether or no they would adopt the Constitution.

8. There were many who talked earnestly against it. They were afraid the States would lose their separate existence, and be swallowed up in one great State. But the greater number remembered the confusion of the past few years. If they did not adopt this Constitution, and have a more perfect union, when would they ever have peace and security?

9. So, one by one, the States accepted the Constitution. At last eleven States had agreed together, and the new government began. Shortly after, the remaining two States also accepted the Constitution.

10. There was no doubt as to who should be the first President. George Washington was the choice of all; and John Adams was made Vice-President. After some

delay, the men came together who had been chosen in the different States to be members of Congress ; Washington appointed the first judges ; ambassadors were sent to foreign countries, and the United States was one of the world's nations.

CHAPTER XLIII.

THE GOVERNMENT AT WORK.

1. THE American people had been so used to seeing a feeble Congress, that they did not at first have much faith in the new government. But it had been well planned ; it was in the hands of men who were thoroughly in earnest ; it gave the people a feeling that they were united, and it removed a thousand difficulties in their trade with other countries. In a short time, no one wished the country back in its old ways ; even those who had opposed the Constitution were now its friends.

2. Washington's first act was to surround himself with able men, who should be his advisers. He chose for his cabinet four men, two of whom were heartily in favor of the Constitution, and two had been opposed to it. The secretary of state was Thomas Jefferson, and the attorney-general was Edmund Randolph. Both of these men had preferred a confederation of the States to a strong union.

3. The secretary of war was General Knox ; the secretary of the treasury was Alexander Hamilton. These two men were ardent friends of the Constitution and union, and Hamilton, especially, had worked hard to bring about the new state of things. Thus the first

President did not think it necessary to have about him only those who thought just as he did; he wished to find the wisest and ablest men to set the government in motion.

4. The most important business was to provide some means for paying what the country owed. The United States of America was beginning life not merely poor, but deeply in debt. To carry on the war, the old Confederation had borrowed money, both in Europe and in America. Besides, each of the States had borrowed money for the same purpose.

5. The United States was the old Confederation with a new name. It was bound to pay its debts. But should it also pay the debts which the separate States owed? Those who wished to make a strong union were in favor of this. They saw that if the States turned over their debts to the United States, they would have also to give the United States power to raise money to pay these debts, and that would strengthen the general government.

6. Congress was almost evenly divided on this question, and it was finally decided in this way. The strongest opposition came from the southern members, headed by Jefferson. Now, these members were very eager to have the capital of the country in the south. The northern members preferred to have the capital at Philadelphia; and it seemed likely that there would be a sharp debate over this question. Hamilton, who had brought in the plan for paying the debt, went to Jefferson, and said he would persuade his friends to vote for a southern position for the capital, if Jefferson's friends would vote that the United States should assume the debts of the States.



Andrew Jackson.

Born March 15, 1767; died January 8, 1845.

Seventh President of the United States.

7. Thus it was brought about. The present site was chosen for the capital, and Hamilton's plan was adopted. The United States had no money in the treasury with which to pay the debt, but it had vast areas of unoccupied land which it could sell, and it had the right to raise money by taxation in various ways. So it issued "promises to pay" to all the creditors of the old Confederation and the thirteen separate States.

8. The people of the colonies had rebelled, when England undertook to tax them without giving them any voice in the matter. Now, the United States was taxing the same people, but the people had a voice in the matter; they chose the men who laid the taxes. They grumbled, for they were poor; but they knew very well that government could not be carried on without money, and they were, at any rate, their own masters.

CHAPTER XLIV.

THE NEW WORLD AND THE OLD.

1. The United States was now an independent nation. It had its own government, and it had possession of nearly all the country south of Canada and east of the Mississippi River. The country west of the Mississippi belonged to Spain, which also owned what is now the State of Florida.

2. There were but few settlers in the great valleys of the Ohio and Mississippi. The population was mainly between the Alleghany Mountains and the Atlantic Ocean, and the people still had a great deal to do with Europe. They had not yet begun to manufacture many goods, and they depended chiefly on England and France for what they needed.

3. The people in Europe, on the other hand, were very much interested in the United States. The French officers and soldiers, who had helped the new nation to acquire its independence, returned home, and everywhere spread accounts of the Republic. The Constitution of the United States, and those of the several States, were translated into French. Many travelers came across to see the new nation, and a great many books, pamphlets, and papers about America were scattered throughout France and England.

4. The English had of course, before the war, more trade with America than any other country had, for the two peoples were united in language, government, and race; besides, England had made laws which compelled the colonists to trade only with the mother-country. The war interrupted this trade; but when peace came, English merchants again sent their ships and goods across the seas.

5. While the Americans had more business with England, they had a very friendly feeling toward France. They had just been fighting the English, and France had helped them. Besides, the war was scarcely over, before France herself entered upon a Revolution which greatly interested Americans.

6. For generations, the French people had been under rulers who gave them no liberty. When, therefore, they saw the people of the British colonies in America rise against the government, and become free and independent, they thought of their own wretched condition. The French people rose and overthrew the government. They put their king to death, and chose their own rulers, and set up an Assembly much like the American Congress.

7. At first all seemed to go on well. But unfortunately the French people had not been trained, as the Americans had been, to govern themselves. They had had no town-meetings: they were not used to representative assemblies.

8. Therefore, after getting rid of the king, they did not know how to proceed in an orderly way to set up a new government. Their leaders led them this way and that. The cruel wrongs they had suffered made them ready to take vengeance on their old rulers. They began to put to death the friends of the king, and to take away their property.

9. Soon, the leaders became jealous of one another, and each treated the other as an enemy of his country. Such a period of bloodshed and misery followed that it has been called the Reign of Terror. It came to an end only when one leader, stronger than the others, gathered the power into his hands.

10. This was Napoleon Bonaparte, and for a while he was the great man of France. He was an able general, and rapidly became so powerful that he caused himself to be proclaimed Emperor, and the French Republic, which had been set up when the kingdom was overthrown, became the French Empire.

11. It was impossible that France should have this turmoil, and not come into difficulties with other nations. No nation is without neighbors, and France had a neighbor who was an old enemy. It was not long before France and England were at war. It was a war which finally drew all the nations of Europe to one side or the other.

CHAPTER XLV.

THE UNITED STATES AND EUROPE.

1. MEANWHILE, the United States found its business increasing, for its ships were carrying goods not only between Europe and America, but between different countries in Europe. Since French vessels could not enter English ports, and English vessels could not enter French ports, American vessels carried cargoes back and forth for the two nations.

2. The troubles in Europe brought another advantage to America, greater than any one at the time imagined. Spain, which was an ally of France, made over to that country all its possessions in North America except Mexico and Florida.

3. The United States had been seriously annoyed, because the Spanish owned the island on which New Orleans stands, and so took toll of all vessels that passed down the Mississippi into the Gulf of Mexico. Accordingly, as soon as the government learned that Spain had given this island, with other territory, to France, Thomas Jefferson, who was then President, sent commissioners to Paris to buy the island from France if possible.

4. Now, Napoleon was at this time expecting a new war with England. He knew very well that France had no navy which could protect the mouth of the Mississippi River, and he did not wish the Mississippi Valley to fall into the hands of the English. So he offered to sell to the United States, not the little island alone, but the whole of that vast territory which France had just received from Spain.

5. The United States bought this territory, and thus its possessions extended from the Atlantic Ocean to the Rocky Mountains. Many persons, especially in New England, shook their heads over the purchase; but it was one of the most important acts in the early history of the Union.

6. It could not be expected that, while war was raging in Europe, the United States should be able to keep wholly out of the quarrel. Each of the countries at war threatened to drag her into the conflict.

7. England issued a series of orders which bore hard upon American merchants and sailors. She claimed the right to lay hold of any supplies for the enemy, which she might find in a vessel belonging to any other country; to seize the produce of French colonies wherever found; and to make search on any vessel for seamen of British birth, and carry them off for her own service.

8. France, on the other hand, claimed the right to seize all vessels trading with England or her colonies. Thus each country began to seize American vessels, and President Jefferson tried to punish them both, by persuading Congress to pass a bill forbidding all American vessels to leave American ports for Europe. Foreign vessels, also, were forbidden to land cargoes.

9. The object of this bill was to cripple European, and especially English, trade. But England did not need our trade so much as we needed hers; and the chief effect of the Embargo, as the bill was called, was to stop business in the ports from which American vessels sailed. It soon appeared that the United States could not get along without Europe.

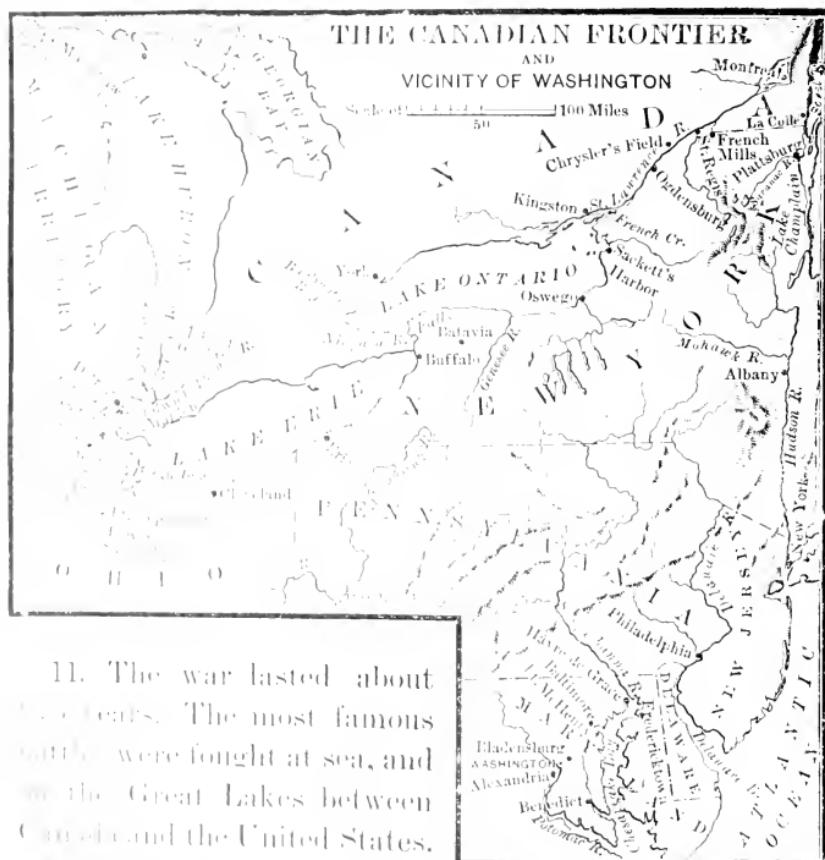
10. The United States and England grew more irritated with each other. The English continued to seize



Henry Clay, Statesman.

Born April 12, 1777; died June 29, 1852.

vessels and men. More than nine hundred vessels had been seized during ten years, and several thousand American seamen had been pressed into the British service. This could not go on. In 1812 the United States declared war against Great Britain.



11. The war lasted about two years. The most famous battles were fought at sea, and on the Great Lakes between Canada and the United States. American sailors won some decided victories. England, meanwhile, had defeated Napoleon, and the war in Europe was coming to an end. There was no longer any need of interfering with trade, and both England and the United States were willing to sign a treaty of peace.



ALASKA

ACQUISITIONS
UNITED STATES

CHAPTER XLVI.

THE GROWTH OF THE COUNTRY.

1. WHEN the second war with England was fought, there were some men in the American army who had taken part in the War for Independence, but they were men of sixty years and upward. Most of the soldiers had never before seen a British soldier. They had grown up in the United States, and had known no other government.

2. Instead of the thirteen States with which the Union began, there were now eighteen, and in six years more there were twenty-four. Instead of the Mississippi River being the western boundary, the country now stretched to the Rocky Mountains, and some adventurous men had even made settlements beyond those mountains. In a very few years Florida was given up by Spain, and became a part of the Union.

3. The people were glad that the war was over. Their ships could again sail freely over all seas. They could go to work once more, and there was a great deal to be done. There were roads to be built, clearings to be made in the forests, and mines to be worked.

4. They knew that they were in a great country which was wonderfully rich, and they were eager to occupy it. One after another pushed farther into the wilderness, and word came back of fertile plains and broad rivers, of hills where iron and coal abounded, and of vast herds of buffalo and other game.

5. In a country which had so long a stretch of sea-coast, and such lakes and rivers, it was natural to use

boats for travel as much as possible. The families moving westward floated down the Ohio, on rafts and in flat-boats. Persons who wished to travel from New England to the southern States went in sloops and schooners, and, in the extreme west, the Mississippi River was a great highway.

6. The roads, except close by the few towns, were rough, and stages were very slow. It was easier to move large goods by water, and, where there were no rivers, canals were dug. Canals were very common in Europe, and they seemed to Americans the best means of connecting distant parts of their country.

7. The most famous of these canals in America is the Erie, which extends from Lake Erie, across the State of New York, to the Hudson River. It was eight years in building, and was then the longest canal in the world. Not long before it was begun, a very important invention was made. For many years, ingenious persons had been trying experiments with steam. They had found out how to drive machinery with it, and now they were trying to apply it to boats.

8. The first steamboats were odd affairs. One was made which would go as well on land as on the water, and not very well on either. At last, a persevering American, Robert Fulton, built a steamboat, to run on the Hudson River between New York and Albany. While he was building it, people laughed at him, and called it "Fulton's folly."

9. It was not a perfect steamboat. It sent great showers of sparks and a column of smoke into the air; its machinery and paddles made a prodigious noise, and frightened the sailors on the boats which it passed; but it moved up the river without oars, against wind and tide.

10. After Fulton's success, improvements were rapidly made; but steamboats had been running for twenty years before men succeeded in using steam for carriages on land. At first, the locomotives, like the steamboats,



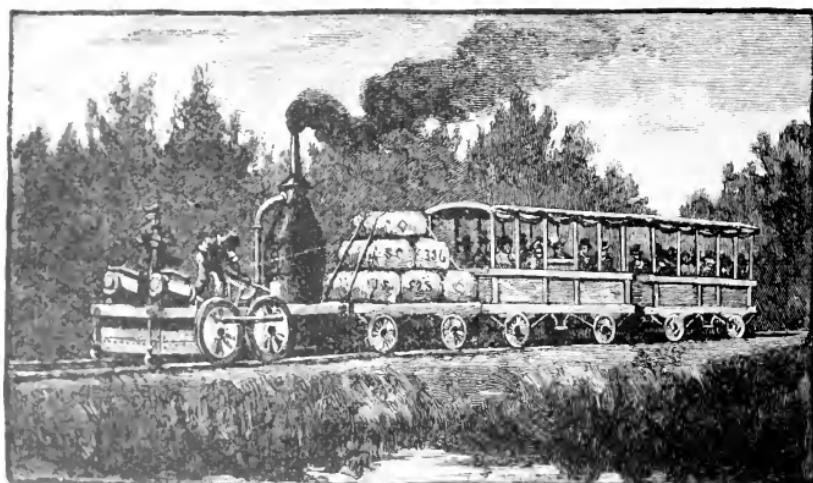
"The Clermont," Fulton's first Steamboat.

were very clumsy, and people supposed the wheels would slip on the rails; so they made the rails and wheels with cogs, but they quickly found this was not necessary.

11. About the time that railroads began to be built, that is, near the end of the first quarter of this century,

men found out how to work iron ore by means of hard coal. As the coal and iron were in great abundance, especially in Pennsylvania, and near to each other, a large business in working iron sprang up.

12 It was a long while, however, before coal was used much, except in the neighborhood where it was dug. There were still great forests standing all over the country. Wood was abundant and cheap, and was



CHAPTER XLVII.

THE NORTH AND THE SOUTH. I.

1. THE War of 1812 did much to destroy the commerce of New England ; but, meanwhile, something was occurring which did more to change the life of New England than any war could do. Before this, the people, except as they sailed their ships, had not much to do with other parts of the Union.

2. They lived on their small farms or worked as mechanics. Now and then a peddler stocked his wagon and drove into New York State or even farther south ; but most of the trade was done by vessels, and there was more trade with Great Britain than with the Southern States.

3. But when the war was over, all this was changed, and New England and the Southern States were brought into close connection with each other. In the South, the people gave most of their attention to raising tobacco and cotton. Tobacco does not require much machinery to make it convenient for use. The leaves are dried, and there is little else to be done.

4. It is not so with cotton. The pods of this plant contain down mixed with seeds, and, before the down can be used, the seeds must be picked out by a machine ; then the down is packed into bales and pressed. All this is done where the cotton is raised ; but to make use of the cotton as thread or cloth, it needs to be cleaned and combed, and then spun or woven.

5. Formerly, this spinning and weaving were done by hand ; flax and wool, also, were spun and woven by hand.

In old farm-houses one may still find in the garret the spinning-wheel or loom which our great-grandmothers used. But so entirely has this work ceased, that the old spinning-wheels are now used as mere ornaments in the parlor.

6. Not long before the War of 1812, cotton cloth began to be manufactured in England by machinery, and soon similar factories were started in New England. The mountain streams, which widened into rivers, like the Merrimac and Concord, furnished water for turning the mill-wheels. On the banks of these and other streams, factories were built, and towns gathered about the factories.

7. It was necessary to have men and women to work in the factories, and there was no difficulty in finding them. Young women, especially, who had used the spinning-wheel at home, came to the factory town to work. They could earn more money, and they liked to be among people. It was more cheerful in the busy towns than on the solitary farms in the country.

8. In the long winter evenings, they gathered in halls and churches, and listened to lecturers and preachers. They had debating clubs and lending libraries, and read books and newspapers diligently. A change was silently going on. The farms were being deserted for the mills. Towns grew and flourished, while the country became more lonely.

9. From being chiefly a farming and seafaring people, the New Englanders became a manufacturing and trading people. As they bought cotton of the South, they sold, to Southern planters, cotton cloth and a great many other goods which they manufactured: they had, too, much of the carrying trade between Europe and the South.

10. In this way, New England and the Southern States were brought very close together. Many Southern boys were sent to New England to be educated in the schools and colleges there, and many New Englanders went to the South, to engage in business or to teach in families.

11. Trade increased also between New England and other parts of the globe. Since there were now great manufactories, the merchants had more goods to send away. Since there were growing cities and towns, they needed to buy more goods from other countries. Ships sailed from New England ports not only to the South and to Europe, but to Asiatic countries as well.

CHAPTER XLVIII.

THE NORTH AND THE SOUTH. II.

1. WHEN the Southern boys came to the North, they found busy towns and small farms. Almost all the people worked with their hands or tools, and almost everybody could read and write. When they went back to their homes in the South, they returned to a very different kind of life.

2. The Southern planter was not like the Northern farmer, and Southern towns were not like Northern towns. There were very few towns, indeed, and only two or three on the sea-coast, like Charleston and New Orleans, which could be called cities. There was no whir of machinery heard, for there were no manufactories.

3. The two parts of the country were almost as different from each other as two separate countries. They

spoke the same language, it is true, and had the same form of government; but the habits of the people were not the same, and the people themselves thought differently about many important matters.

4. The first thing that would strike a traveler, going from the North to the South, would be the great number of black men and women. These blacks were the slaves of the whites, and this system of slavery marked the chief difference between the two parts of the country.

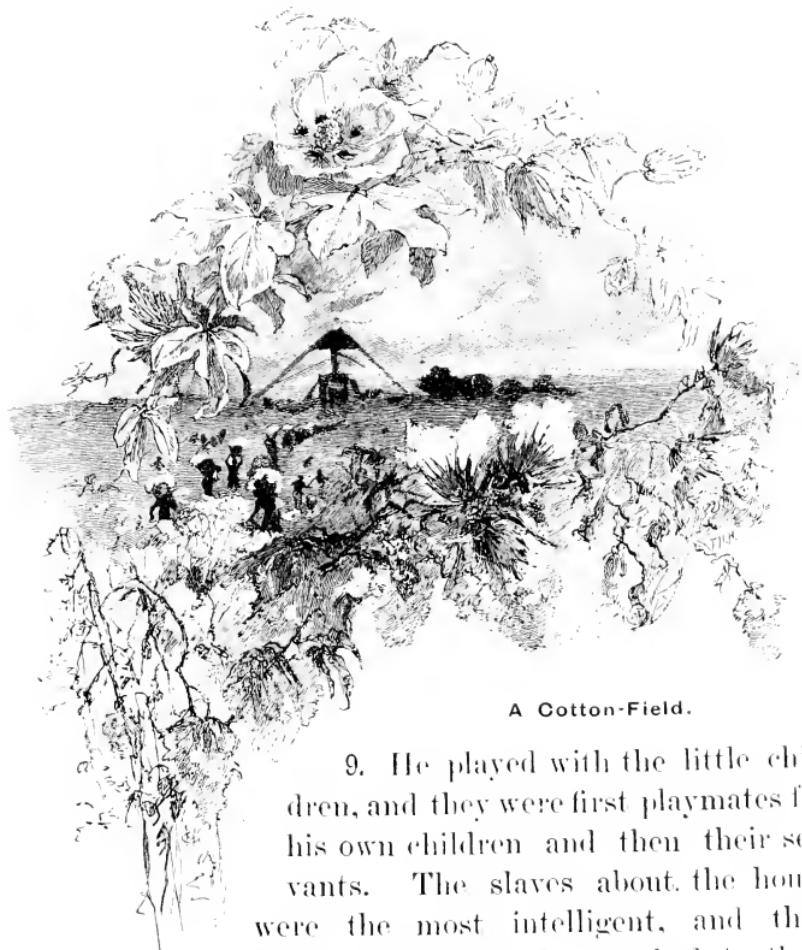
5. Slaves were brought to Virginia very early in the history of the country. They were to be found in all the colonies, for at that time very few people thought it wrong to keep slaves. Some of the Indians were made slaves, and, after an Indian war in New England, many Indians, who were captured, were sold into slavery, and sometimes sent to the West India Islands.

6. But the blacks were not common in the Northern States. They were sometimes employed as house servants, but they did not work much in the fields or shops. This was partly because the colder climate was unsuited to them, partly because they were mainly ignorant, and were of little use where skillful and industrious laborers were needed.

7. It was a simple matter to work on the tobacco and cotton plantations of the South. This did not require skill; it required only patience and strong hands. The planter lived in his large house and rode out over his fields to see if the work were done; but the work itself was done by his slaves.

8. It seemed to him much the best way of carrying on his plantation. He bought the negroes, who were brought over from Africa, or were the descendants of negroes, and they worked for him as long as they could.

He fed them, gave them houses to live in, and little garden-plats for their own use. When they were sick, or grew old, he took care of them.



A Cotton-Field.

9. He played with the little children, and they were first playmates for his own children and then their servants. The slaves about the house were the most intelligent, and they often became greatly attached to their masters and mistresses. The less intelligent slaves were kept at work in the fields.

10. Except in some of the mountain districts, the white man and the black rarely worked together. The

whites seldom worked with their hands. They were so used to having all labor of this kind done by their slaves, that they thought it a disgrace to work. Those who were too poor to own slaves were yet ashamed to work, and led idle, ignorant lives.

CHAPTER XLIX.

THE NORTH AND THE SOUTH. III.

1. JEFFERSON and others like him, who lived in the midst of slavery, wished at first to be rid of it. They saw that it was as bad for the whites as for the blacks, and that it was a wasteful system. One of the wisest acts of Jefferson was to have laws passed, by which slavery was forbidden in the new country north of the Ohio.

2. Congress tried to stop the growth of slavery, by passing laws that no slaves should be brought into the country after a certain day. But when that time came, there were already a great many slaves in the South; their children were slaves, and only now and then was a slave made free by his master. A great business had been up in the buying and selling of men and women, and the persons engaged in it did not mean that it should be stopped.

3. After the War for Independence, slavery had rapidly died out in the North. The States, one by one, made slavery unlawful. But in the South, slavery increased. The mills in England and New England wanted cotton. The best came from the Southern States. The planters enlarged their fields, and needed more men and women to pick the cotton, so the one



John Caldwell Calhoun, Statesman.

Born March 18, 1782 : died March 31, 1850.

who had the largest number of slaves could send the most cotton to market.

4. The more slaves a man had, the richer he was thought to be. People soon became used to this state of things, and forgot that they or their fathers ever wanted it to come to an end. Instead, quick-witted men reasoned that it was the only true way of living, at any rate, in the South; they even persuaded themselves that the Bible approved of it.

5. Since the masters had not to work, they had leisure for other things. They visited their friends. Those who liked books had large libraries. They traveled abroad, and often sent their children abroad to be educated, for there were few good schools or colleges at the South.

6. At the North, there was no great difference between different families. Some were richer than others, some had more leisure; but all could have much the same education. All voted at the polls, and had a voice in the government.

7. At the South, there were three classes. There were the slaves, who were not educated, had no right to vote, and indeed had no rights at all: they only had duties,—they were to obey their masters. Then there were the poor whites, who had no slaves. They were not educated. They could vote, but they knew little of the great questions which their votes helped to settle.

8. The third class was that of the planters, and other rich men. They held the power, and they took care that no harm should come to slavery. They were well agreed in this, however much they might differ on other points. Thus, when there were any laws to be made at Washington, the members of Congress from the South were always united, if they thought slavery was in danger.

The South was governed by a few men. The great majority of the people had little or nothing to say about the government.

9. All this while, the Southern States were in very much the same condition as when they were colonies of Great Britain. They were still planting-communities. The land was owned by a few men. Yet in the high mountain regions there were large tracts of country where a black man was rarely seen. The people there lived on small farms, but they were out of the way of the rest of the world, and scarcely knew what was going on, except in their own neighborhood.

CHAPTER L.

THE EAST AND THE WEST. I.

1. MIDWAY between the North and the South was a collection of States, commonly known as the Middle States. Their largest seaport cities were New York and Philadelphia.

2. During the War for Independence, New York was in the hands of the British. The great harbor and bay held the vessels of the navy which the English sent over, and the place was so central that it was an excellent headquarters. Yet New York at that time was not a very important town. It used to be described as a place near Newport, Rhode Island.

3. After the war, the port of New York rapidly became of greater importance. Thanks to the wisdom of those who dealt with the Indians, there was peace with the tribes which lived in the Mohawk valley. New England farmers began to settle in this valley, and

found the rich soil very different from the rocky up-lands of their old home.

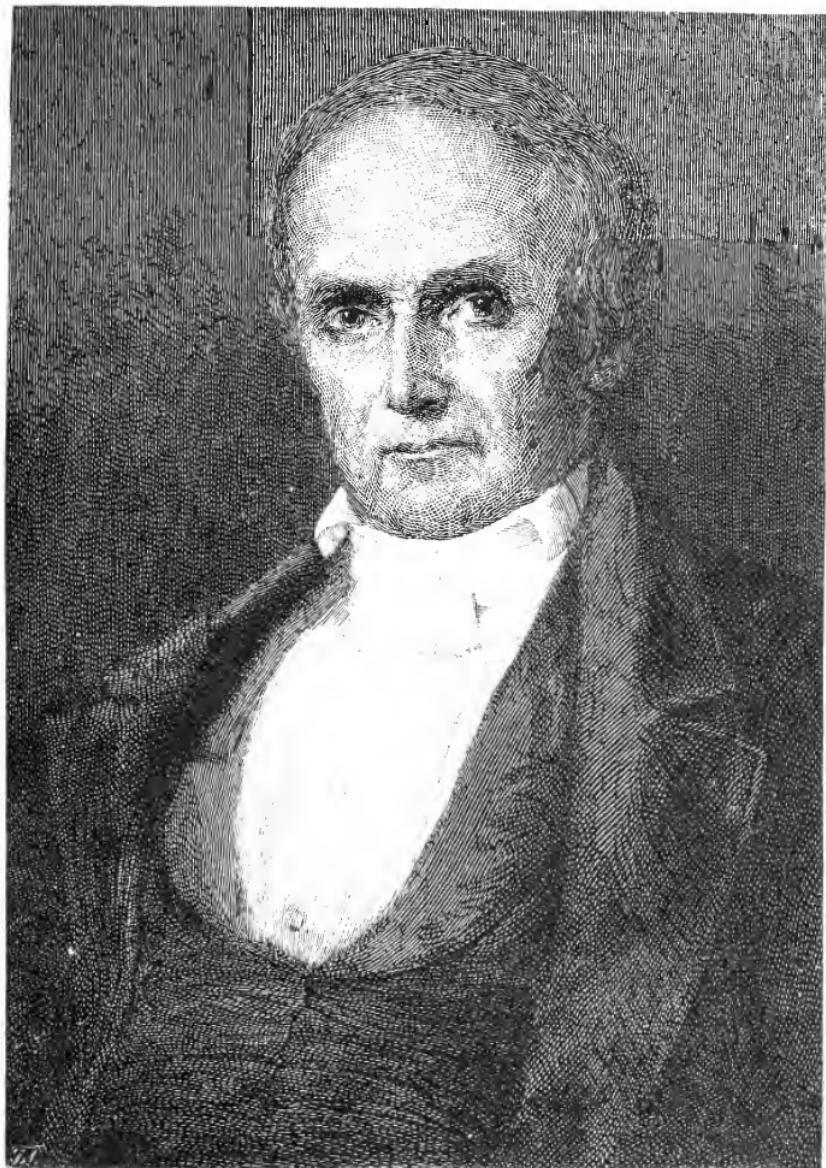
4. This great valley also was the highway to the Western Lakes, and long lines of carts and wagons traveled through it, on their way to Ohio. The roads were improved, and as farmers formed settlements in what was then the West, they sent back loads of wheat and droves of cattle to Albany, and so down the Hudson to New York.

5. The Erie Canal gave a great impulse to the growth of the city of New York. It opened a direct water-way from Lake Erie, and the canal-boats which reached the Hudson River floated to the city at its mouth, where they were unloaded, and ships carried their cargoes to other parts of the world.

6. Thus New York City became more and more the door through which people and goods entered and left America. Trade increased. People flocked thither to do business, and the neighboring country became the market-garden for feeding the people in the city.

7. Philadelphia, when the United States was formed, was the most extensive and most flourishing city in the country. Here the Continental Congress sat ; here the Declaration of Independence was signed ; here the Constitution of the United States was adopted. It was, besides, the chief city of a great State.

8. The Friends, who had first settled Pennsylvania, continued to give character to the State. Their orderly ways, their temperate habits and industry had done much to make the State prosperous. The Germans, who came over early, were thrifty farmers who settled chiefly in the eastern and middle parts of the State. In the western portion were Scotch and Irish.



Daniel Webster, Statesman.

Born January 18, 1782; died October 24, 1852.

9. The State was, for the most part, a farming one, until after the War of 1812. Then men began to discover how rich the mountains were in coal and iron and other minerals. They opened mines and built furnaces.

10. With coal and iron at hand, it was natural, when steam came to be used, to build factories for the making of iron goods. Manufactures increased, and the State grew rich. It was a State which might be said to stand almost independent of other States. Its farmers could feed its mechanics; its mechanics could manufacture whatever the people needed; a city upon a broad river, flowing into a great bay, made a place for trade with other States and countries.

11. But Pennsylvania also offered a direct route to the West through the gaps in the Alleghany Mountains. The two great States of New York and Pennsylvania thus held the principal roads, over which the people of the Atlantic coast took their way to the western country.

CHAPTER LI.

THE EAST AND THE WEST. II.

1. WHEN the war between France and England was over, and the western country beyond the Alleghanies came into English hands, people knew very little about that country. The French had built forts at various points, which now were occupied by the English. A few settlers gathered about them, but the principal business was trade with the Indians.

2. When the War for Independence was over, a few years later, the soldiers who had fought in the war found

themselves very poor. Congress had not been able to pay them in money, and their own farms had often gone to waste from neglect. But Congress paid them partly in western lands. The several States on the Atlantic coast each declared that it owned the land directly west of itself as far as the Mississippi River; but they agreed, when the United States was formed, to give this land to the Union.

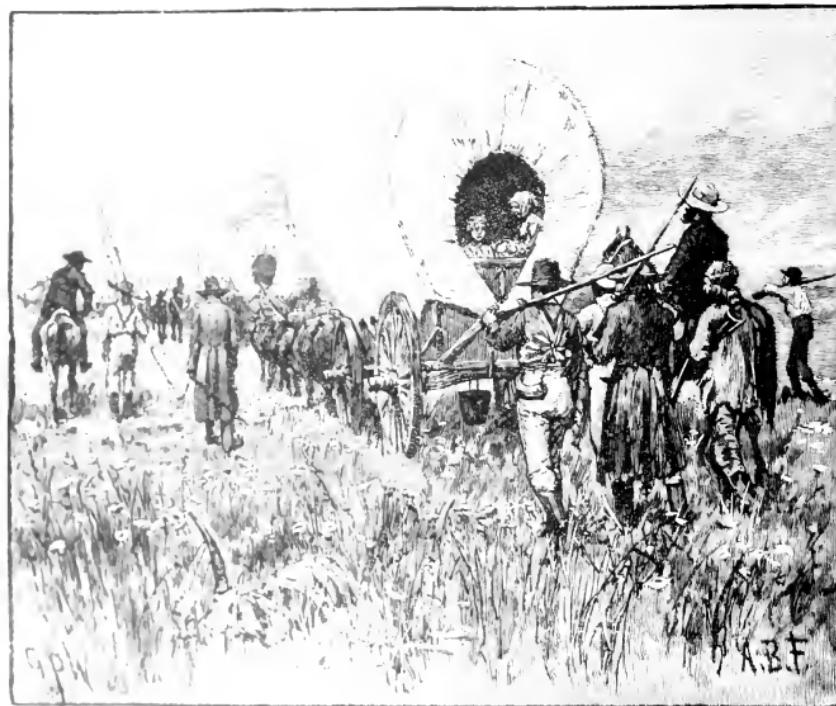
3. Washington took great interest in this western country. He had surveyed parts of it, and he owned some of the land. He advised officers and soldiers to go there and settle. Many such, as well as others, did go, and the land, especially on the banks of the great rivers, was occupied with clearings.

4. So many went into the western country, that, as we have seen, President Jefferson found it expedient to buy New Orleans, that the United States might have a right of way to the Gulf of Mexico. His purchase of the great country west of the Mississippi River increased the interest in the West, though it was many years before the new land was visited much, except by hunters and trappers.

5. There were so many people between the Alleghany Mountains and the Mississippi River, that four new States were formed between the years 1792 and 1812. They were Kentucky, Tennessee, Ohio, and Louisiana. Four more States were added in the four years after the War of 1812,— Indiana, Mississippi, Illinois, and Alabama.

6. From this time, there was a steady stream of population flowing toward the western country. At first, it was composed chiefly of persons who had been living in the United States east of the Alleghany and Cumberland mountains. Along the great highways, and by trails

across the prairies, one might see long trains of wagons. They contained the family goods, and carried women and children, the men marched behind with guns over their shoulders, or rode on horseback. They drove sheep and cattle which they were taking to their new homes.



A Western Emigrant Train.

7. At night they camped by streams of water, when they could. They built their camp-fires, and kept guard all night, for they could hear the howling of wolves, and sometimes see Indians stealing toward them. There were often fights between the Indians and the settlers in the new country. They could not live together, for

the whites cultivated the ground, while the Indians only came to hunt.

8. The United States government tried to settle difficulties. After a war with an Indian tribe, it would make a treaty, and buy the land occupied by the Indians; then it would move the whole tribe to a place far distant, and say they should be undisturbed. But by and by the white population, moving westward, would again reach the Indians, and want their new lands.

9. Thus the government pushed the Indians more and more out of the way. No wonder there were wars and cruel deeds. The Indians looked upon the whites as their enemies. They found the government did not keep its word. Treaties were broken. The Indian could answer only with the tomahawk, the blazing fagot, and the scalping-knife.

10. Yet the Indians in the country have increased in number, in spite of these hardships and wars. They are not dying out. The white people, too, are learning to do them justice. They are asking themselves why the Indian should not own a piece of land as well as the white man; why he should not live as the white man lives, be educated like him, and like him live under the laws.

11. Indeed, while the government has often been negligent or indifferent, the people have been trying in many ways to christianize the Indians. Missionaries and teachers have made their home among them, and schools have been established, like those at Hampton, Va., and Carlisle, Pa., where Indians are taught the arts of peace, and trained to teach their own people.

CHAPTER LII.

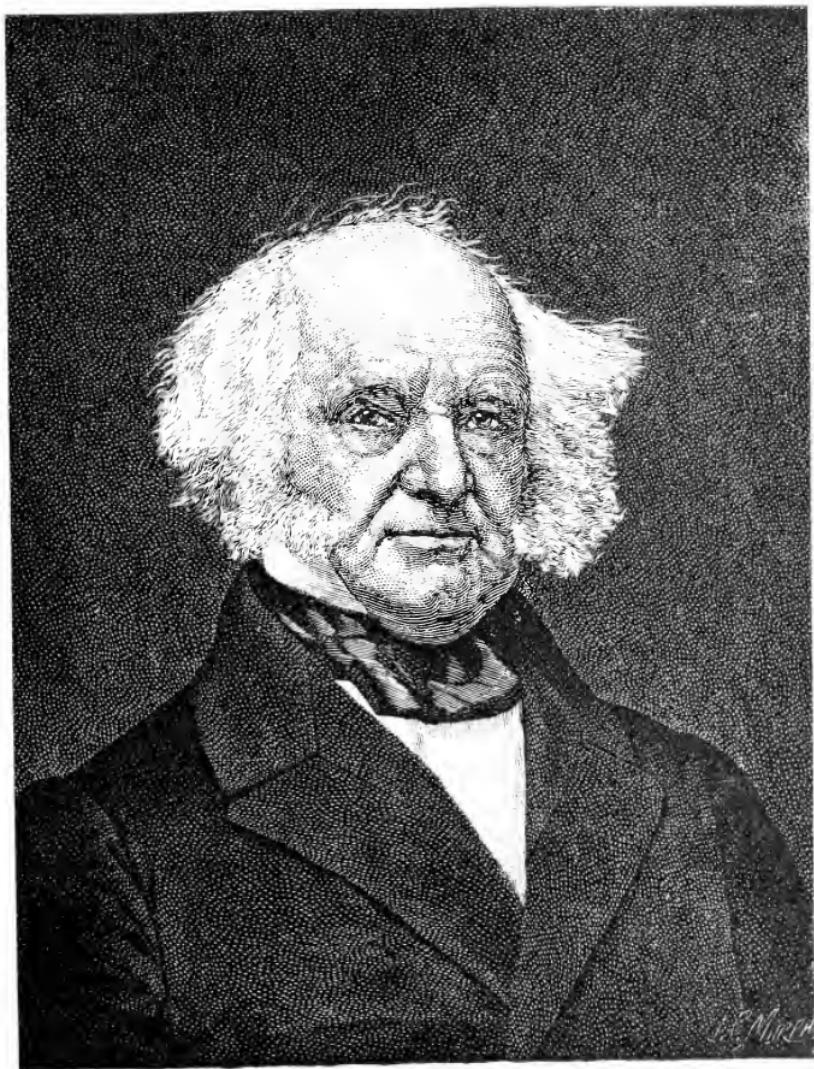
THE EAST AND THE WEST. III.

1. It was not only the people in the Atlantic States, who were occupying the western country. The wars in Europe, which came to an end when the War of 1812 was over, left the countries there heavily in debt. Instead of tilling the soil, and manufacturing, the people had been destroying property and killing one another. War costs a great deal of money, and the people who suffer most from it are the poor, and the day laborers.

2. Europe was therefore a hard place to live in, and those who were distressed heard of a great country beyond the sea, called America, where there was land enough for every one. They heard, too, that there were not men and women enough to do all the work that was needed, in tilling the soil, in digging canals, and in building railroads.

3. So the poor, who had a little money left, began to get their goods together, and take passage to America. And now was seen a wonderful sight. There was no great army gathering on the European shore to attack America, but there was a multitude of families, each coming singly and peacefully, but all together making a mightier army than ever was gathered.

4. Those who came first quickly found work to do, and money for their work. They saved their money, and sent it back to bring over their friends. The news spread, and every year more came across the water. There was a famine in Ireland in 1847, and people in



Martin Van Buren.

Born December 5, 1782; died July 24, 1862.

Eighth President of the United States.

the United States generously sent money and shiploads of grain, in aid of the sufferers. The gift showed that America was the land of plenty, and a great emigration from Ireland began.

5. At first, these emigrants from Europe stayed mainly in the East. There were not enough men and women to work in the mills and factories, and there were not enough women for housework. So these new-comers quickly found places. They were used to low wages and to inexpensive living, and it was not long before the men and women, who had been working in the mills and factories, gave place to these new-comers. Many, unwilling to work side by side with the foreigners, at the price for which the foreigners would work, joined the companies which went West.

6. As the railroads were built, the emigrants from Europe worked upon them, and were drawn farther away from the seaboard. The Germans and Norwegians and Swedes, who were farmers at home, were attracted by the great fertile plains of the West. The railroad companies wished to sell the land which they owned, and to build up villages along their routes. The steamship companies wanted passengers. So these great corporations sent agents to Europe, who scattered advertisements everywhere, and made it easy for men of every nation to come to America.

7. Yet there were not men enough, and this made Americans eager to contrive machines which should do the work of men. This was especially the case in farming. The broad fields of the West were very fruitful; but the farmer who owned a great tract could not find men enough to help him cultivate the fields after the old fashion. He set his wits to work to invent

machines which should prepare the ground, sow the seed, and reap the crop.

8. As the West became more settled, and railroads were built, the old and the new parts of the country were brought closer together. The people in the East, busy with manufactures, were fed with bread made from flour which was ground from wheat raised on the Western prairies. In turn, they made the cotton and woolen goods, the boots and shoes, the knives and tools, which were needed in the West. Thus no part of the Union could say to another, "We have no need of you."

CHAPTER LIII.

FREE STATES AND SLAVE.

1. As the great country in the West became occupied, one State after another was added to the Union. The new States north of the Ohio River came in as free States. Not only were they settled, mainly, by emigrants from the older free States, but the laws made before the Constitution was framed, had forever excluded slavery from the Northwest Territory.

2. The new States south of the Ohio came into the Union as slave States. They were formed from territory given to the Union by the older slave States. They were settled by families from those States, who carried their slaves with them, and observed the laws and ways to which they had been used.

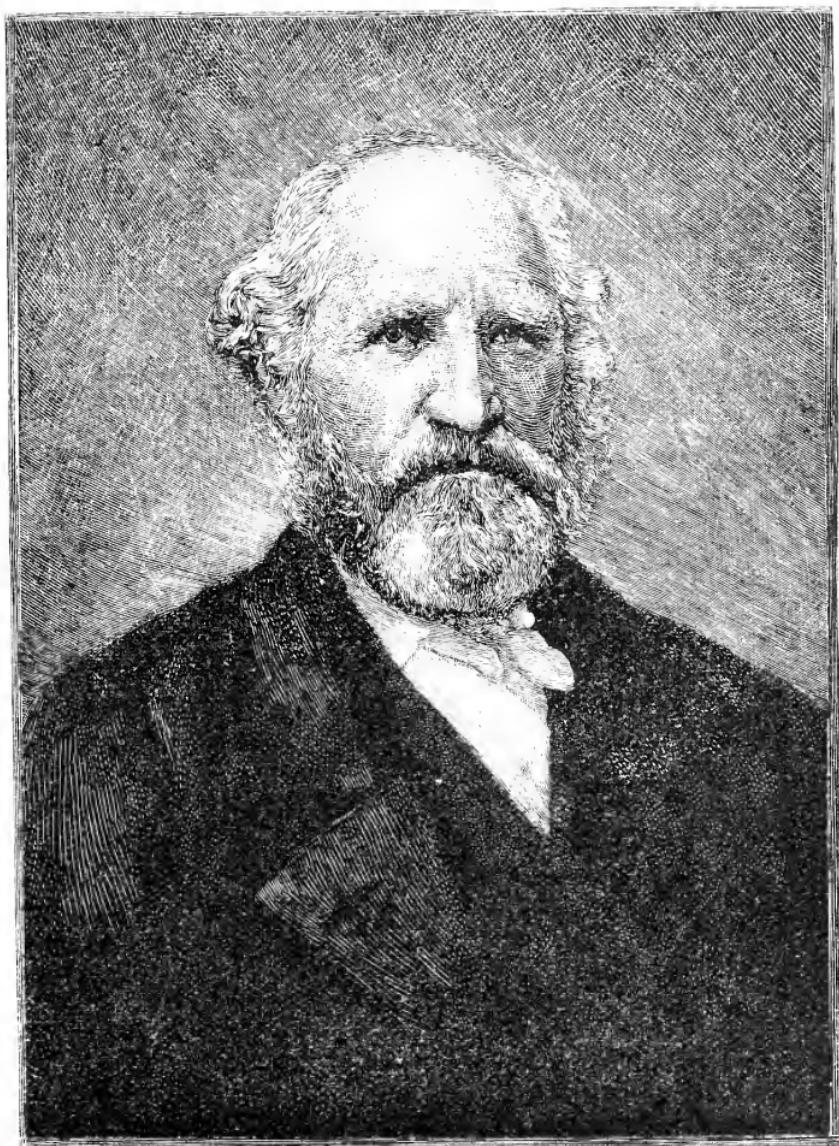
3. But, when the Mississippi was crossed, and settlements began to be made in the great territory originally called Louisiana, the question arose whether the States made from it were to be slave States or free.

4. The first discussion was over the admission of the Territory of Missouri as a State; for, before the new parts of the country become States, on an equality with other States in the Union, they are formed into Territories, having governors appointed by Congress. It was the duty of Congress to decide whether Missouri should come in as a free State or a slave State, and for more than a year this question was discussed.

5. Ever since the Union had been formed, people had been uneasy about slavery. The Declaration of Independence begins with the words: "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and pursuit of happiness." It seemed to some a contradiction to use these words, and then keep millions of human beings in a state of perpetual slavery.

6. Others declared that slavery was a wasteful system, and that the country would be richer and more prosperous without it. Still others declared that slavery was wrong; that no man had a right to hold another in bondage. On the other hand, those who defended slavery were sure that it would be impossible to cultivate the South without slave labor. They said it was natural for the whites to govern the blacks, and that there was nothing wrong in it.

7. Meanwhile, the free States of the country were growing powerful, much faster than the slave States. The emigrants from Europe landed at Northern ports; they staid in the Northern States. When they went West, they rarely crossed the line which separated the free States from the slave. The slaveholders were anxious to extend their system westward. They had



Samuel Houston.

Born March 2, 1793; died July 25, 1863.

President of the Republic of Texas before its Annexation

a line of free States on their north. They did not want another line hemming them in on the west.

8. So there was a struggle over Missouri. It was finally ended by an agreement called the Missouri Compromise. Slavery was to be permitted in Missouri, but was to be prohibited forever in all other territory, north of a line drawn westward from the southern boundary of Missouri. The Ohio River had been a natural boundary between the slave and free States, east of the Mississippi River; a parallel of latitude was to be an artificial boundary, west of that river.

9. Missouri was admitted to the Union, and at nearly the same time, part of Massachusetts was set off and made the State of Maine. The Missouri Compromise was made in the year 1820. For sixteen years, no other State was added to the Union, but the discussion over the question of slavery grew louder. There were men in the North, especially in New England, who demanded the instant abolition of slavery. They were called Abolitionists, and held meetings and printed papers and books to spread their ideas.

CHAPTER LIV.

THE WAR WITH MEXICO.

10. While Florida was admitted into the Union in 1845, all the territory in the South had been made into slave States. There were now fourteen slave States, and thirteen free States. But people were still flocking into the great country north of the southern boundary of Missouri, and it was plain that, before many years, a

number of States would there be formed. When this was done, the free States would greatly outnumber the slave States.

2. Those men, at the South, who were anxious to perpetuate slavery, saw clearly that people would not let slavery alone. They foresaw that, by and by, there would be a Union, in which the greater number of States would be opposed to slavery, and Congress would begin to make laws against the system.

3. They looked about for means to increase the number of slave States, and they found it in the southwest. Not long after the purchase of Florida from Spain by the United States, Mexico had thrown off the rule of Spain, and formed itself into a republic after the pattern of the United States.

4. At that time Mexico included, besides the country which now bears the name, Texas, New Mexico, California, and other western regions. But the people, living in this great country, had not been trained in self-government, as the people of the English colonies had been when they revolted from England. It was not long before they fell to quarreling, and the province of Texas separated itself from Mexico, and set itself up as an independent State.

5. In doing this, the inhabitants of Texas were greatly helped by people in the neighboring States of the American Union. These men went into Texas, and were very ready to fight against Mexico, and to show the Texans how to organize a government. They were, in fact, always thinking what an excellent addition to the Union Texas would make.

6. Through their advice, Texas now proposed to be annexed to the United States. This proposition stirred

the Union greatly. Mexico had not acknowledged the independence of Texas, and for the United States to admit this country into the Union would mean that war must be made with Mexico.

7. It was very plainly seen, too, what the admission of Texas meant. It meant more slave States, and the opposition to slavery was every day growing more powerful. But the South wanted Texas, and the South was more in earnest than the North. Besides, there were many, all over the country, who thought it a fine thing to have the United States grow bigger and bigger, until it should take in all North America.

8. Congress voted to have Texas annexed, and war with Mexico immediately followed. It lasted about two years. The Mexicans fought bravely, but they were not united, and they could not stand against the army and navy of their powerful neighbor. General Taylor, who afterward was President of the United States, and General Scott, commanded the United States forces, which, after a series of battles, marched into the city of Mexico, the capital of the country.

9. A treaty was made with the United States in 1848. The independence of Texas was agreed upon, and Mexico also sold a large portion of the rest of her territory to the United States. In accordance with this treaty, and another one made five years later, our nation came into possession of California, Arizona, Nevada, Utah, and parts of Wyoming, Colorado, Kansas, and New Mexico.

10. There were few who thought the war a just one, and many foresaw that greater evils were to follow; but the country was pleased that the boundaries of the nation were so greatly enlarged.



William Henry Harrison.

Born February 9, 1773; died April 4, 1841

Ninth President of the United States.

CHAPTER LV.

THE PACIFIC COAST. I.

1. SHORTLY after the United States became a nation, a Boston sea-captain, Robert Gray, was sailing in the North Pacific Ocean. He was trading with the Indians for furs, and as he sailed along the coast, he discovered a great river emptying into a bay. There was a bar of sand across the mouth, against which the waves broke; but Captain Gray, watching his chance, found an opening and carried his ship through.

2. His ship was named "Columbia," and he gave that name to the river, up which he sailed a few miles. He was the first white man to enter the river, and so the country watered by the river was claimed by the nation to which Captain Gray belonged. A few years later, President Jefferson, when he bought Louisiana for the United States, sent out an exploring expedition under two men, Lewis and Clarke. They crossed the Rocky Mountains, and made their way down the two branches of the Columbia River.

3. The English, also, sent an expedition from Canada, the year after Captain Gray found the Columbia. It entered the country and passed through to the Pacific; so the English claimed the land. Spain, meanwhile, said that all the Pacific coast north of Mexico, as far as Russian America (now Alaska), belonged to her. But Spain made no settlements, and when she sold Florida to the United States, she gave up all rights on the Northern Pacific coast.

4. The country lying north of California and west of

the Rocky Mountains was called Oregon, and included the present States of Oregon, Washington, part of Montana, and Idaho Territory, as well as part of British Columbia. For a long while it was supposed that it was almost impossible to cross the Rocky Mountains, and that those who wished to go to Oregon must either go through British America or sail around Cape Horn.

5. John Jacob Astor, a fur-merchant in New York, sent ships to the Columbia River, and set up a trading-post there, which was named Astoria. The Hudson Bay Company, which had vast possessions in Canada, also established posts in the region for trading with the Indians. Thus, both Americans and Englishmen settled in the country.

6. After the War of 1812, there was a dispute between England and America as to which nation owned this great Territory, and just what its boundaries were. Each supposed that it was of use only to hunters, who found game there and obtained furs. It was agreed that they should own Oregon together for ten years. At the end of that time, they could not decide to which of the two it belonged, so they continued to hold it in common.

7. At this time, St. Louis was the centre of the Western fur-trade. Hunters went from this place into the mountains, and pushed every year farther into Oregon. They brought back word that there were fine farming and grazing lands the other side of the mountains, and the emigrants, who had already reached the eastern slope, began to make their way across.

8. But the English, who had forts in the mountain passes, were very anxious to keep the Americans out of the country. They persuaded many to go back, by declaring that it was impossible to get through with

wagons, and those who still went forward left their wagons behind.

3. It happened, however, that a party of missionaries to the Indians, sent from the Eastern States, undertook to cross the mountains. One of them, Dr. Marcus Whitman, a resolute man, was determined to take his wagon through, and he found that he could do it. The pass was by no means as difficult as the English had declared it to be.

CHAPTER LVI.

THE PACIFIC COAST. II.

1. Meanwhile, the English were bringing in emigrants from the northeast. They wished to occupy the country, so that the Americans should abandon it. They wished especially to hold it at this time, because the American and English governments were trying to come to some agreement about Oregon. If the Americans could only be kept out until a treaty was signed, giving the country to England, all would be well.

2. Dr. Whitman was on the watch, and determined to save Oregon for the United States. He mounted his horse, took a single companion, and rode for three months through terrible snow and cold, until he reached St. Louis. Then he went to Washington. He found that a treaty had been signed, but it provided only for the boundary between the United States and Canada, east of the Rocky Mountains. The question of Oregon was left unsettled.

3. Dr. Whitman at once saw the leading men in Washington, and told them what a country the new state was. Then he set about organizing companies of

emigrants. In the following summer, he carried a great body of them over the mountains. Multitudes followed, and soon there were so many Americans in the new country, and so few Englishmen, that England was forced to give up her claim. Oregon became a part of the



Whitman starting for Washington.

United States, only the northern boundary was not made as far north as the United States first wished.

4. This was just before the war with Mexico. The new country which the United States acquired after that

war, bordered on Oregon, and thus a great region west of the Rocky Mountains became a part of the Union. Emigrants were moving toward it across the plains, when, suddenly, a discovery of the greatest importance was made.

5. In the very year (1848) in which California became the property of the United States, gold was found in the valley of the Sacramento River. At once the news spread all over the world, and, in the eastern part of the United States especially, people were attacked by what was called the "gold fever."

6. Men of all occupations were excited by the hope of finding gold. The student left his books, the farmer sold his acres, the mechanic gave up his shop, the merchant closed his store, and men who had failed in every other pursuit thought they could, at any rate, make a fortune in California.

7. There were three modes of reaching the new country: by ship round Cape Horn; by ship to Panama, thence across the isthmus, and again by ship; and by the overland route. Whichever way one took, one had a hard time. The ships were crowded. Multitudes died of fever in crossing the isthmus, and the bones of hundreds strewed the plains between the Mississippi Valley and the Rocky Mountains.

8. Yet new men took the place of those who fell by the way. In two years there were a hundred thousand miners in the California valleys. A bustling city to be on the shores of San Francisco Bay, and when no one brought their ships into the bay found the harbor one of the finest in the world.

9. At first nearly every one went to the "diggings," as they were then called, to dig for gold. But the miners had

to be fed and clothed and housed. Thus, many quickly found that they could make more money by selling goods to the miners than by digging for gold. Soon, too, it was discovered, that parts of the country were rich farm lands, and parts were well suited to grazing.



CITY OF SAN FRANCISCO.

10. So a great and prosperous State grew up on the shores of the Pacific. It was far away from the other States. Many of its ways were different from those of the older parts of the country; but most of the people were Americans, who had grown up under the laws of the nation, and in 1850, two years after it had been bought by the country, California became one of the States of the Union.

CHAPTER LVII.

THE CONTEST ABOUT SLAVERY

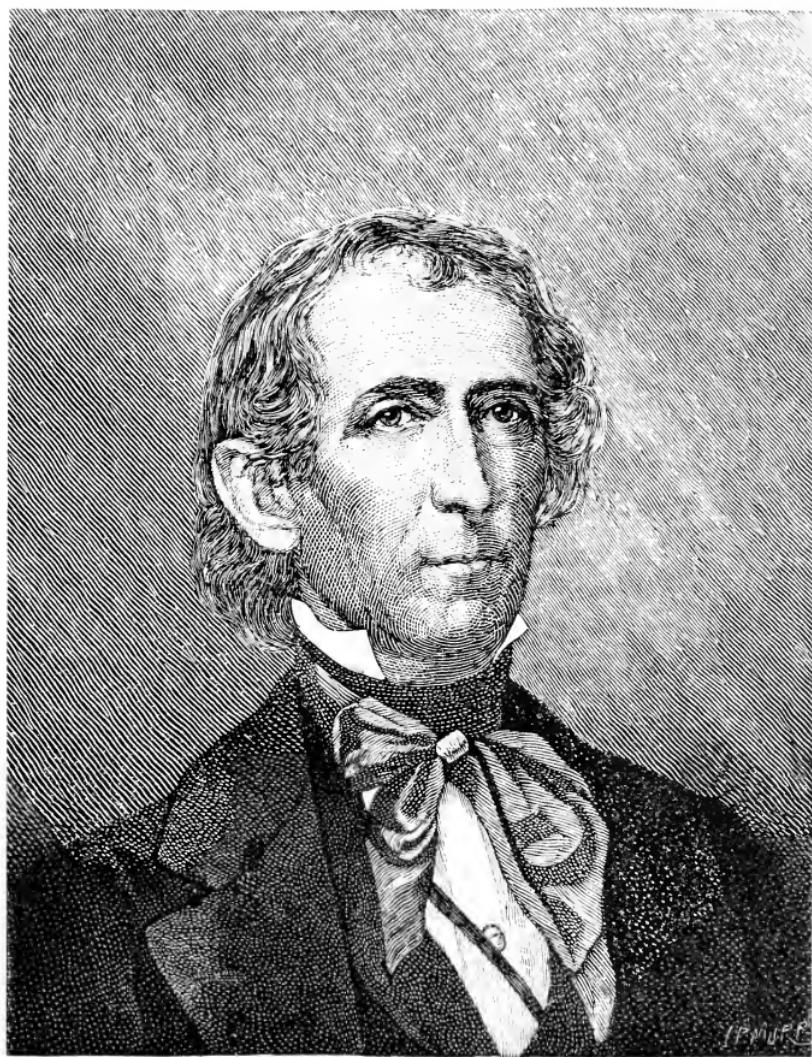
1. CALIFORNIA did not come into the Union without a sharp discussion over the question of slavery. Not only were the Abolitionists more persistent than ever, but there was a growing sentiment in the country against the extension of slavery.

2. Mobs assailed the Abolitionists, broke up their meetings, destroyed their printing-presses, and sometimes killed men. This violence roused many who were not prepared to urge an immediate abolition of slavery. If slavery made such trouble in the country, they said, it would be better if slavery should come to an end.

3. At any rate, it ought not to be suffered in any of the new States. Besides, slaves were constantly breaking away from the South, and escaping to the North and to Canada. Slavery could not be so desirable a condition, if men and women ran such risks to escape from it.

4. The more slavery was attacked, the more stoutly it was defended by slaveholders, as well as by many in the North. The friends of slavery tried to stop discussion, and they did stop it in the South: they tried to keep anti-slavery papers out of the mails in the South, and they tried to prevent petitions for the abolition of slavery from being received by Congress.

5. But they might as well have tried to stop the wind from blowing. In the pulpit, in the newspapers, in public meetings, in State legislatures, in Congress, — everywhere, the question of slavery was becoming the one great object of discussion.



John Tyler.

Born March 29, 1790; died January 17, 1862

Tenth President of the United States.

6. It divided people; churches were split by it; families quarreled; societies were broken up,—all on account of this question. Books were written in defense of slavery. Other books, and pamphlets and newspaper articles without number, were written against it. In the North, the poets were almost unanimous in hating the system of slavery.

7. The great argument brought forward by the defenders of slavery was this: This is a matter for each State to settle; some Northern States have abolished slavery; the Southern States have not; each State has the right to make its own laws, and no State can interfere with another; neither can the general government interfere with any State.

8. The Southern States had changed far less than the Northern, since the War for Independence. The people in them had always been in the habit of thinking of their State first, and of the country second. They would say, "I am a Virginian," "I am a Georgian," or "I am a South Carolinian," before they would think of saying, "I am a citizen of the United States."

9. It was not so at the North. Great changes were constantly going on, which broke up the feeling that the State was everything. People moved more from one State to another. New citizens flocked in from other countries. Men thought more of belonging to a great country than of belonging to the State in which they lived. This was especially true in the new Western States, formed after the Union was founded.

10. The leaders in the South saw very clearly that slavery would be safer, if the States in which slavery existed had entire control of it; so they encouraged the spirit which made much of the State. They be-

lieved that the Union was no more than a company of sovereign States, that found it convenient to unite for special purposes, such as dealing with other nations, coining money, having a general post-office system, and the like.

11. They went so far in this belief, that once, when Congress undertook to direct what should be done regarding the Indians in Georgia, Georgia said Congress had no right so to direct, although the Indians were treated by the United States as a foreign nation, like England or Spain. Congress did not care much for the Indian, and, rather than make trouble, gave way to Georgia.

12. Not long after, South Carolina was dissatisfied with the laws passed by Congress regulating trade, and the duties upon goods brought into the country. This State thought these laws injurious to its welfare, and declared that, rather than submit, it would leave the Union.

13. This was a very serious matter. If any State could leave the Union whenever it thought itself wronged, it was clear that the Union might any day crumble to pieces. The President of the United States at this time (1832) was Andrew Jackson. He was devoted to the Union, and he said that South Carolina should not leave the Union; if necessary, he would send the army there to prevent it.

14. Congress made some changes in the laws, and South Carolina withdrew the threat. But all these things only made those persons who believed that a State had a right to leave the Union, more in earnest. At the same time those who were devoted to the Union were still more in earnest to preserve it.

15. Whenever this great question of slavery came up in Congress, there were members from the South who warned the nation that, if slavery were interfered with, the Union would come to an end; and there were always those who sought to smooth over the difficulties, for they could not bear the idea of the Union breaking up.

16. It is true that the Constitution of the United States did leave slavery to the States, and there were few at the North who expected to interfere with it in the South. But the Constitution said nothing about slavery in the Territories which might become States, and it was about these Territories that there were long debates in Congress.

17. So bitter was the feeling when California was added to the Union, that some of the members of Congress tried to arrange matters to satisfy both sides. The South complained that, though the Constitution gave slaveholders the right to recover runaway slaves in other States, it was impossible to get them again when they escaped to the Northern States.

18. Congress, therefore, passed a law called the Fugitive Slave Law. By this law, United States marshals were ordered to hunt for runaway slaves and to call upon citizens to help them. The people at the North were indignant over this. It was not often that any one could be found willing to help the marshals. Rather, they put obstacles in the way of search.

19. On the other hand, to please the anti-slavery party, Congress abolished the buying and selling of slaves in the District of Columbia, where it had full power. It also admitted California, with a constitution forbidding slavery. But it agreed that, in other Territories, people

might decide for themselves whether the States to be formed should be slave States or free.

20. Now, the States formed out of the country lying west of Missouri ought, according to the Missouri Compromise, to come in as free, because they were north of the southern boundary of Missouri. But those who favored the Southern doctrines were determined, under this new plan, to give the Territories of Kansas and Nebraska a chance to become slave States.

21. The anti-slavery people, who were sometimes called Free-soilers, were equally determined to make these Territories free States. Just as the English and Americans had raced to get possession of Oregon, so the people of the North and the South raced for the possession of Kansas and Nebraska. But the North had more men to spare, it was more used to colonizing, and it was more heartily in earnest. Companies were formed, and sent into the disputed territory, while from the South, especially from Missouri, parties also crossed into Kansas, determined to secure control.

22. It was not a peaceful contest; on the contrary, there was great violence and fighting. For six years the struggle went on; and though the free-State men greatly outnumbered the others, the slave-State men took the government into their hands, borrowing men from Missouri on election-day to swell the votes on their side.

23. They were supported by Congress also, which was under the control of the slavery party. The free-State men said the Kansas government was not got by fair means, and they refused to accept it. They formed a government of their own, and at one time there were two territorial governments, one pro-slavery, the other

anti-slavery, and each claiming to be the only legal one.

24. Meanwhile, the contest over slavery went on in other ways all over the country. A new political party was formed, called the Republican party. It was composed of those who opposed the extension of slavery, and, in 1856, it tried to elect John C. Frémont President. It did not succeed; but four years later it succeeded in electing Abraham Lincoln, of Illinois, President of the United States.

CHAPTER LVIII.

SECESSION.

1. BEFORE the election of Lincoln, the people at the North heard repeated threats from the South, that, if the Republican party were successful, the slaveholding States would leave the Union. They had heard such threats before, and they refused to believe them. Yet the threats were sincere.

2. The voters at the South had learned to look upon the North as thoroughly hostile to the South. They made little distinction between the Republican party and the Abolitionists, and they felt sure that a government elected in opposition to slavery would find many ways to injure it.

3. For a great many years, the leaders at the South had really controlled the government at Washington. Now they saw the power about to pass out of their hands. There were many at the South who were willing to wait, and see what Mr. Lincoln would do. He had said that he should obey the Constitution strictly.



James Knox Polk.

Born November 2, 1795; died June 15, 1849.

Eleventh President of the United States

But the leaders would not wait: they determined to act at once.

4. South Carolina was the first to act. The presidential election took place in November, 1860. As soon as it was known that Mr. Lincoln was elected, the senators at Washington from South Carolina, and those who held office in the State under the general government, resigned their places. The legislature of the State called a convention, and before the end of December the State of South Carolina had declared that it was no longer one of the United States.

5. Other States followed quickly, but some held back. The Southern States which bordered on the free States hesitated. There were, in them, many who did not believe it was necessary to secede from the Union, and they knew, that, if war should follow, their own States would be the first to suffer. However, seven States agreed to leave the Union: and in February, 1861, delegates from these States met at Montgomery, Alabama, and formed the Confederate States of America.

6. Scattered about in these States were forts, arsenals, and other stations, occupied by officers of the United States, and belonging to the whole country. The States, which had seceded, declared that these places now belonged to them, and called upon the officers to deliver up the property to the State authorities.

7. Most of them did so; but Major Robert Anderson, commander of the forts in the harbor of Charleston, South Carolina, refused to give up his command. He said that he held these forts by authority of the United States, and that he could not surrender them without the order of the President, unless he were forced to do so by war. He removed all his forces to Fort

Sumter, the strongest of the forts, and there awaited the result.

8. The Confederate States said that no United States officer had any longer any authority within their borders; they were no more a part of the Union than Mexico was, or Canada; it was only necessary to make some arrangement with the old Union, by which the property of the United States within the seceding States should be divided, and each receive its share.

9. All this followed naturally from the belief that the States of the Union were independent governments, only held together by common agreement. But the people of the Northern States were not ready to grant this. They said : The States are all parts of one country ; each State owes a duty to the Union, and no State can withdraw ; at any rate, it can withdraw only when all consent.

10. Still, the people were very anxious to avoid a rupture. They said: Wait and see; the Republican party has been successful, but the President will be the President of the whole country; he will not interfere with the rights of the States. They were even ready to make promises to this effect, if the seceding States would return.



11. So the winter went by, and everybody was in the greatest anxiety. One after another, senators and representatives from the seceding States left Washington. It was clear that the Southerners were very much in earnest. Seven States only, however, had seceded when Mr. Lincoln took the oath of office, March 4, 1861, and became President of the United States.

CHAPTER LIX.

THE WAR FOR THE UNION. I.

1. PRESIDENT LINCOLN determined to maintain Major Anderson at Fort Sumter. He was bound to do so, as President, and he sent a steamer with stores to the fort. The South Carolinians had erected batteries in the harbor, and they would not let the steamer come near the fort. The United States had not yet fired a shot. The government waited patiently.

2. It had not long to wait. On Friday, April 12, 1861, the batteries in Charleston Harbor opened fire on Fort Sumter. The Confederacy attacked the United States. The fort replied, and for several hours the firing was kept up, until the fort was so ruined that the men could no longer defend it. Major Anderson surrendered.

3. War had begun. There could no longer be any hesitation. President Lincoln issued a proclamation, calling for an army of seventy-five thousand volunteers, and summoning Congress to an extra session. If any one had a doubt, before, whether the people really cared for the Union, they had it no longer. Patiently as the people of the North had tried to avert war, when war came, they rose as one man to defend the Union.

4. The telegraph bore the news over the land. In every town and city, and almost in every village, meetings were held, and men rushed forward eagerly, ready to go to Washington ; for all felt that the contest would be near the capital. The next day, troops were on their way.

5. The States of the South which had wavered were compelled to make their choice. Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy. There was a strong anti-Union element in Delaware, Maryland, Kentucky, and Missouri ; but though many men went from these States into the Confederate army, the States did not break away from the Union.

6. As soon as Virginia joined the Confederacy, Richmond was made the capital of the new government. The army which gathered at Washington was eager to march against Richmond, and many people fancied that it was only necessary for the army to set out at once, when Richmond would be taken, and the war come to an end.

7. They urged the government to send the army forward ; and so great was the pressure brought to bear, that the government yielded, and the army started. It was defeated disastrously at the battle of Bull Run, July 21, 1861 ; and then the Northern people began to see that the war was to be no child's play, and that more than a few months would be needed, to bring it to a close.

8. The war lasted four years. The people of the United States took up arms to defend the Union. Their cry was, "The Union as it was, and the Constitution as it is." At first, they were so determined to fight for nothing else, that they even refused to receive negro slaves who fled into their camps. Soon they found

that they could not fight for the Union without hurting slavery.

9. But it was not until January 1, 1863, that the country solemnly decreed the end of the system which had been at the bottom of all the trouble. On that day, President Lincoln issued a proclamation, freeing the slaves held by those who were in rebellion, and when the Confederacy was finally broken down, negro slavery perished with it: in 1865, an amendment to the Constitution was passed, forever abolishing slavery.

CHAPTER LX.

THE WAR FOR THE UNION. II.

1. The people of the Southern States were, in one respect, more ready for the war than the people of the North were. The leaders had prepared for the war before it came on. They were in earnest, while the Northern people had been slow to believe that there would be a war.

2. The Secretary of War, who was in office when Lincoln was elected, and who was a Southerner, had taken care to make such distribution of the army and of war material, that, when the States seceded, they found themselves pretty well provided with arms and ammunition, and able for the most part to occupy the Southern forts and arsenals.

3. Besides this, the young men of the South had always led a more soldierly life than the young men of the North. They used arms more, they were better horsemen, and their outdoor life made military service quite natural to them.



Zachary Taylor.

Born November 24, 1784; died July 9, 1850.

Twelfth President of the United States.

4. They were also defending their homes. The war was carried on in the Southern States, and the Northern armies were in the enemy's country ; the Southern armies were in their own country, and knew all the roads and streams. Only a few times were they able to make dashes into Pennsylvania and other Northern States.

5. But the South had one enormous disadvantage. It had never been a manufacturing country, and scarcely a grain-growing or cattle-feeding country. It had always depended on its cotton, and tobacco, and sugar or rice crop. So long as it could sell these articles to the North, or to Europe, it had money with which to buy manufactured goods. It could now no longer sell to the North, and every year it became more difficult to sell to Europe.

6. For, one of the most important means taken by the United States to overcome the States that had seceded was to shut them up. The navy of the United States was greatly increased, and its ships were sent to the entrance of every Southern port, to keep vessels from going in or coming out.

7. This blockade of Southern ports was not perfect. Many ships stole in and out, carrying cotton to the West Indies, to be shipped to Europe, and bringing back arms, and ammunition, and some manufactured articles. Southern war-vessels were also built in foreign ports, and made great havoc among the vessels belonging to Northern merchants.

8. Still, the blockade was tight enough to make the Southern people poorer and poorer. It forced them into all manner of devices. They dragged out old, disused mining wheels ; they tried to get salt from the ocean ;

leather gave out, and they fashioned wooden shoes; they saved all the scraps of iron they could find; tea and coffee disappeared, and they sought substitutes in herbs and roots.

9. The few newspapers which were able to keep alive, were printed on any kind of paper that could be found, sometimes on the back of wall-paper. Ink was made out of poke-berries, sumac-berries, and oak-balls. In writing letters, families often were obliged to use the blank side of paper from books and from account-books.

10. The paper-money used was very dingy, and as it was a promise to pay in gold and silver when the Confederacy should succeed, it rapidly became good for nothing, as the war continued, and the Confederacy became weaker. In 1864, a young officer took two friends to dine with him in a Richmond restaurant. He had four hundred dollars in Confederate bills with which to pay for the dinner. The dinner was a meagre one; but, after paying his money for it, he still owed eight hundred dollars.

11. In spite of their disadvantages, the Southern people fought stubbornly to the end. They were led, often, by brave and skillful officers. Their chief general was Robert E. Lee, of Virginia, the descendant of one of Washington's friends; but the officer who created especial enthusiasm was a single-minded, religious, determined, and successful soldier, Thomas J. Jackson, who was popularly called "Stonewall" Jackson, because, early in the war, he said his troops would stand like a stone wall to meet the enemy's attack. The President of the Confederacy was Jefferson Davis, of Mississippi.

CHAPTER LXI.

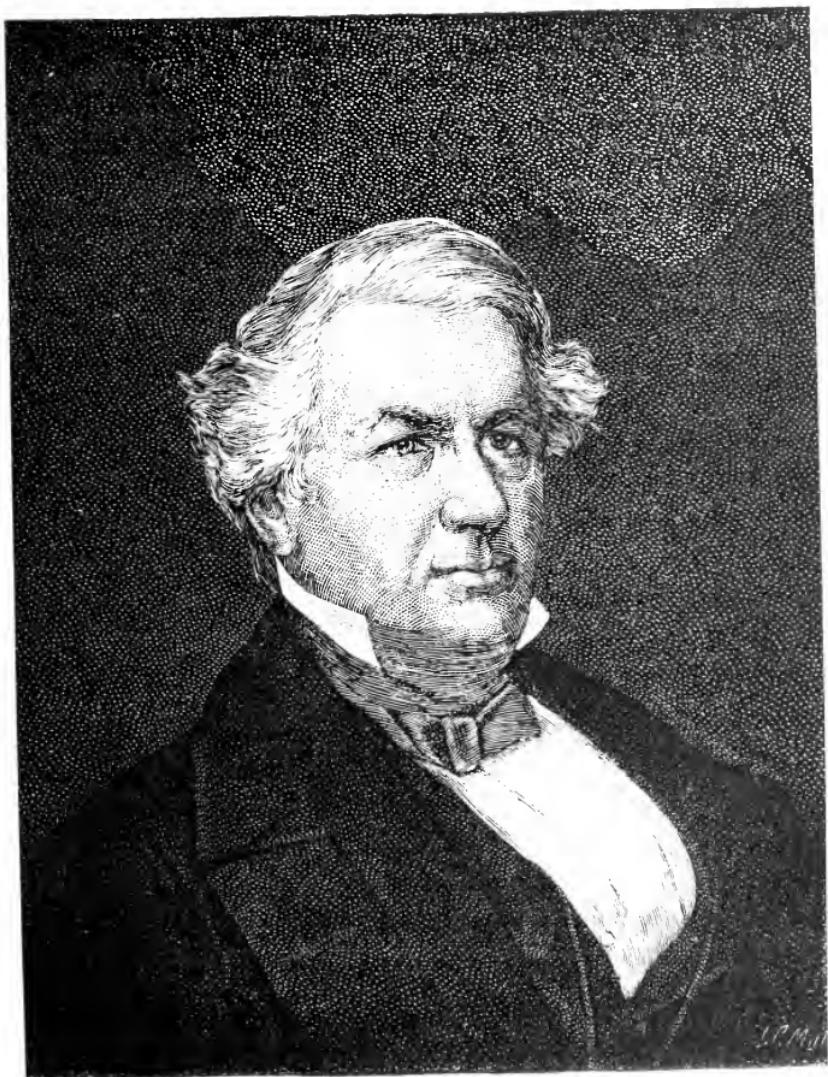
THE WAR FOR THE UNION. III.

1. The people of the South, with a few notable exceptions, were firm in their determination to secede from the Union. Most of those who voted against secession yielded to the majority, when their State joined the Confederacy, though a few, known as Union men, still stood out, and either escaped to the North, or suffered in their homes.

2. The great stronghold of Union sentiment in the South was in the mountains of East Tennessee. Here, slavery had very little hold, and the people were strongly opposed to secession. They drove out those who advocated secession, but they were so hemmed in by secessionists that they suffered severely during the war.

3. At the North, on the other hand, while the vast majority of the people were earnest Unionists, there were not a few who sympathized with the South, and thought the Southern people were justified in resisting the government. Such were bitterly called Copperheads at the North, from the name of a venomous snake. Sometimes they were arrested; a few made their way to the South, but most of them obstructed the government as openly as they dared. At every election there was a strong party opposed to the government.

4. Although the North was not, at the beginning of the war, so ready to fight as the South, it had very great advantages. Its ports were open, and it could carry on trade with the rest of the world. It was far richer



Millard Fillmore.

Born January 7, 1800; died March 8, 1874.

Thirteenth President of the United States.

than the South, and its manufactories were busily employed.

5. Moreover, thousands of emigrants from Europe were constantly landing at New York and other ports. The enthusiasm for the Union sent multitudes of the noblest young men, from farms and workshops and colleges, into the army. As the war continued, still greater armies were sent to the South, and the ranks were kept full by means of the constant increase in population.

6. It was a very expensive matter to keep a great navy afloat, blockading Southern ports, and a huge army to enter the South from a great variety of points. But money and men were also given freely to build and equip hospitals, and to care for the welfare of the soldiers. Two great Commissions, the Sanitary and the Christian, organized this help and relief of the soldier and sailor.

7. The general who gained the greatest fame in the Union armies was Ulysses S. Grant, who won his first victories in the West, and then was made general in command of all the armies, and finally, after a series of hard-fought battles before Richmond, brought the war to a close. On the 9th of April, 1865, General Lee surrendered to General Grant, at Appomattox Court House, Virginia.

8. General Grant was twice President of the United States after the war was over; but the man who was President during the war has come to be regarded as the greatest American since Washington.

9. Abraham Lincoln was a plain man, born in poverty, and rising to his place as a lawyer through his own hard exertions. He had won respect as a sturdy

debater, before he was elected President, but few suspected how able a man he was. He was ungainly, and very different from some of the courtly men about him; but he was a great leader.

10. He always kept close to the people, yet just in advance. He appeared to many to be slow, but he never lost sight of the great end which the war was to accomplish. He longed for peace, and he felt the terrible burden of the war; but he knew also that thousands of lives had been sacrificed for the Union, and he held the Union sacred.

11. He was chosen President a second time, and on the 4th of March, 1865, gave his inaugural address. The war was still waging, but the end seemed not far off. He closed his address with these solemn words: "With malice towards none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan,—to do all which may achieve and cherish a just and a lasting peace among ourselves, and with all nations."

12. His own life was a sacrifice. Five days after the surrender of General Lee, when the land was full of rejoicing, Abraham Lincoln was killed at Washington, by an assassin, and the nation's joy was turned into mourning.

CHAPTER LXII.

AFTER THE WAR.

1. A GREAT war, like that for the Union, leaves great evils behind it. There was rejoicing that it was over. In the years that followed, monuments to the heroes of the war were built in cities, towns, and villages. The graves of the dead soldiers were decorated. A day was set apart for this purpose, the 30th of May, and the lessons of the war have been repeated by orators.

2. Congress provided, from time to time, for the support of those who were maimed in the war, and for the families of those who died. It built hospitals and soldier's homes, and gave the preference to Union soldiers in appointments to office.

3. But multitudes of families, in the North and in the South, remembered with grief those who had died on the battlefield, or in the hospital, or at home. Homes had been broken up, houses destroyed, especially in the South, and many who once were prosperous now were poor.

4. The greatest change of all was in life at the South. The old way of living was gone forever. There were no longer any slaves working for white masters. The blacks could work for themselves. Many of the Southern borderers left the country, for a while, and took service in foreign armies, or tried to make new homes in Brazil, in Mexico, and in other countries.

5. The political power of the South was broken. It no longer controlled the government, as in the days before the war. The States remained with the same names as before except that Virginia had been divided



CONFIDENTIAL

into Virginia and West Virginia), but they had said they were out of the Union. The Confederacy had disappeared, but were these States back in the Union?

6. This was a question which puzzled people. They said it would never do to let States leave the Union at their own pleasure, and then, after a four years' war, come back on an equality with the States which had remained loyal. So Congress made various conditions upon which the States were to be allowed to return. Each State, for example, was required to pass laws protecting the blacks.

7. Meanwhile, soldiers were stationed in the South to see that the will of Congress was carried out. Governors of the States were appointed from Washington, as if the States were Territories, and not yet States again. The blacks were encouraged to vote. White men from the North established themselves in the South, and undertook to get control of affairs.

8. This went on until, one by one, the States which had joined the Confederacy came back into the Union. At first, the power was in the hands of those who acted under advice from Washington. The most influential men in the South, those who formerly were the leaders, took little part in affairs. Many refused to act, because they did not believe they were free to act as they thought best.

9. Thus it came about that the very evil which the South had feared, now did happen as one result of the war. The States were not independent, as they had been; the general government did interfere with the States. But this could not go on forever. Matters became so unbearable that the leading men at the South began again to combine, to recover their old power.

10. The blacks, too, who had never been trained to government, were not sorry, for the most part, to give up trying to rule. They were glad to be free, but they were attached to their old masters, and often remained as hired servants where they had been slaves.

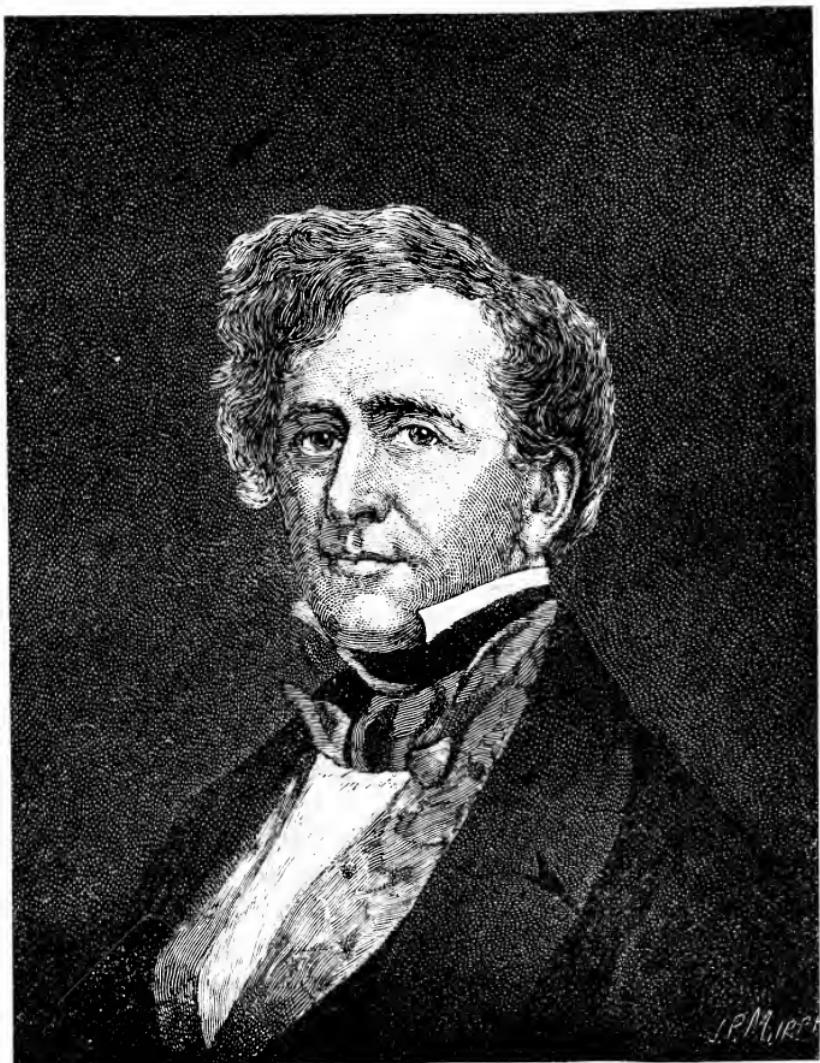
11. People in other parts of the country also were unwilling to see the Union so changed that any State should be governed from Washington. If the States of the North could manage their own affairs, the States of the South should, also. They were determined, indeed, to protect the blacks. They said that the country had freed them, and now must see that they were made able to take care of themselves. They sought to educate them so that they might know how to vote, and how to earn their own living, and a great many schools were established for them.

CHAPTER LXIII.

THE UNION ONCE MORE.

1. LITTLE by little, as the years went by, the country came back to its old ways. The soldiers were withdrawn from the South, and each State, as before, was left free to manage its own affairs. People noticed gladly that this came about just as the country finished the first century of its life as a nation.

2. Before 1876 there had been many celebrations of historical events. The fight at Lexington and Concord, the battle of Bunker Hill, and other memorable events, were celebrated one hundred years after they occurred, in speeches and processions and holidays. After 1876, also, there were similar celebrations down to 1889, when



Franklin Pierce.

Born November 23, 1804; died October 8, 1869.

Fourteenth President of the United States.

the centennial or hundredth anniversary of the inauguration of George Washington, as first President of the United States, was remembered.

3. But every one agreed that the great year to have a celebration was 1876. Just one hundred years before, the country had declared itself independent of Great Britain. So a great international exhibition was held in that year, in Philadelphia, for it was in that city that the country's independence had been declared.

4. What made people most thankful was that the country was at peace with itself. It was more than ten years since the War for the Union had ended. All the States were regularly carrying on their governments, and no one talked of dissolving the Union.

5. Indeed at this very time there happened something which showed how determined the people were to preserve the United States. An election for President was held, but when the votes were counted, it was very uncertain which of two candidates, R. B. Hayes and S. J. Tilden, had been elected.

6. The President is chosen in November, but he does not take his place until the following March. All through the winter there was the greatest uncertainty who had been elected. Each political party was eager to see its choice declared President, and men grew exceedingly angry over the dispute.

7. But the people were determined to settle the matter without a war. The great doubt was over the vote of two States, Louisiana and Florida. There had been such keen political management to secure these States, that each party accused the other of fraud. The people insisted that some peaceable way of deciding the question should be found.

8. At last it was agreed by Congress to refer the dispute to fifteen men, who should constitute a court to decide questions about the election. Five were senators, five were representatives, and five were judges of the Supreme Court. So evenly was this court divided, that, on almost all critical points, eight voted one way and seven the other.

9. By the decisions of this court, the votes were so counted that Mr. Hayes was declared President. The friends of Mr. Tilden felt that he had been wronged, but they submitted. The government went forward, and the country settled down to its usual work. This quiet determination showed plainly that the people believed the Union too precious to be brought into peril by an election.

10. Eight years later, in 1884, at the presidential election, the Republican party, which had been in power ever since the election of Lincoln, was defeated, and the Democratic party chose its candidate, Grover Cleveland. Thus the party which was in power, when the Southern States left the Union, came back into power. Some of the men who had fought against the Union were in Congress or in the President's Cabinet, but the country was not disturbed. It knew that the United States was now one nation, that no State would again attempt to leave the Union, and that its people were all free, with power to choose their own rulers and make their own laws.

CHAPTER LXIV.

THE STATES OF THE UNION. I.

1. EVERY nation has a flag. When a person is on the ocean and sees a vessel in the distance, he knows to what nation its owners belong, by the flag which the vessel carries at its mast-head. The United States has a flag which tells an interesting story. It is the flag of the whole nation, but it reminds one that, when the nation came into being, it consisted of thirteen States, and that now the thirteen have become forty-two. There are thirteen stripes for the original thirteen States, and forty-two stars for the present number of States. Whenever a new State is added to the Union, a new star is added to the flag.

2. Each of these States has its own history, well worth telling, and reaching back beyond the time when it became a State. We have seen how there were English colonies before there were States, and how the country, now occupied by our great central and western States, was early sprinkled over with Spanish and French settlements and forts. It will be like taking a bird's-eye view of the whole nation to glance a moment at each of these States, and a convenient order will be that of their entering the Union.

3. The thirteen States, which took part in the Constitutional Convention of 1787, severally ratified the Constitution in 1787-1790, and so formed the Union. Delaware was the first to act. Its noble river and bay early attracted the attention of voyagers. The Dutch and the Swedes were the first to plant settlements, but



James Buchanan.

Born April 23, 1791; died June 1, 1868

Fifteenth President of the United States.

the English obtained final control. For nearly a hundred years, Delaware had the same governor as Pennsylvania, but after it became a State, it had its own governor.

4. Pennsylvania has had so much to do with the history of the nation, that it has frequently been named in our story. It was one of the States which, originally, was like a great landed estate belonging to one family. As it grew in population and power, the people through their assembly were constantly brought into opposition to the Penn family. They were ripe for independence, when the colonies broke away from Great Britain, and it was in Philadelphia, the chief city of the State, that the first Congresses of the nation met, and it was there that the Declaration of Independence was made. It was on the soil of Pennsylvania also that, in the war for the Union, the decisive battle of Gettysburg was fought, July 1, 2, and 3, 1863.

5. New Jersey was at first occupied by the Dutch, but when the English became supreme in New York, they began to settle New Jersey also, and from 1702 till 1738, the two colonies were under one government. After that, New Jersey was under a separate government. During the War for Independence, the State was crossed again and again by the forces on both sides, and one of the notable battles of that war was fought at Princeton, where was then a college which is now one of the great universities of the country.

6. Georgia was the latest founded of the original thirteen colonies, but it is honorable as having been founded chiefly as a refuge for the poor and oppressed. In its early years, from its position on the extreme southern border, it had to struggle with its Spanish neighbors. Later, when a member of the Union, it

came into conflict with the Creek and Cherokee Indians, and finally drove them out, though, in doing so, it was charged with using an authority which belonged only to the whole Union. It was one of the first States to adopt the ordinance of secession in 1861, but it was not the scene of military operations, except on the coast, until the taking of Atlanta, September 2, 1864, and the march afterward of Sherman through the State to the sea-coast. It was readmitted into the Union in June, 1868.

7. Connecticut took its name from its principal river, but the State originally consisted of two colonies, that of Connecticut with its capital at Hartford, and the colony of New Haven. The colony of Connecticut was the first in the country to have a written constitution. The governor of the State during the War for Independence was Jonathan Trumbull. His counsel was highly valued, so that it was often asked, "What does Brother Jonathan say to this?" In that way "Brother Jonathan" came to be a term used for the people of the United States, as John Bull is used for those of England. Yale University was established in New Haven in 1700.

8. Massachusetts, as the scene of the landing of the Pilgrims, and of the opening chapters of the War for Independence, has played a leading part in our history. It took its name from a tribe of Indians living within its borders. The character of its early settlers, many of whom were educated Englishmen, led to a prompt provision for education, and the founding of Harvard University dates almost from the beginning of the history of the Commonwealth.

CHAPTER LXV.

THE STATES OF THE UNION. II.

1. MARYLAND, like Pennsylvania, was at first a great estate under the direction of one family, the Calverts, who bore the title of Baltimore. The Calverts were Roman Catholics, and when they settled the country, they sought to make it a refuge for men and women of their faith who were ill-treated in England. They did not seek to make it, however, exclusively a Roman Catholic colony, and by wise laws they invited men of all faiths to settle in Maryland. There were long disputes about the boundaries of Maryland; the northern one, fixed in 1760, has always since been known by the names of the surveyors, Mason and Dixon's line. The State suffered severely in the War of 1812, and it was in connection with the defense of Fort McHenry, at Baltimore, that the national song of the "Star-Spangled Banner" was written. During the War for the Union, the people of Maryland were divided in sentiment, but the State remained in the Union.

2. South Carolina, as its name indicates, was the southern portion of an English province named after King Charles II. Later, the State entered heartily into the War for Independence, and important battles were fought on its soil. The State was greatly influenced by one of its citizens, John C. Calhoun, who was earnest in maintaining the doctrine that the Union was a confederacy of States, each a sovereign power. Thus, in 1832, when South Carolina felt herself wronged by



William Tecumseh Sherman, General.

Born February 8, 1820.

the tariff laws of the nation, she passed an ordinance declaring that those laws had no force in the State. The difficulty was removed, partly by the firmness of President Jackson, partly by concessions made by Congress. The spirit of independent sovereignty remained, and when, in 1860, it was evident that Abraham Lincoln was to be the next President, South Carolina took the lead in passing an ordinance of secession from the Union. Fort Sumter, in Charleston Harbor, was the scene of the first open attack on the Union. The State suffered severely in the war that followed, especially in the close blockade of its ports. It was restored to the Union in June, 1868.

3. Three years after the landing of the Pilgrims, two feeble settlements were made in the district which is now occupied by the State of New Hampshire. For a hundred years the colony was more or less united to Massachusetts, but in 1741 it became an independent province. It took an active part in the French and Indian wars, for its position made it greatly exposed. When the War for Independence came, it was ready to send many trained soldiers into the field. Dartmouth College is in New Hampshire.

4. Virginia was a name at first applied indefinitely to a large part of the Atlantic coast. It was the scene of an unfortunate early attempt at settlement, but within the borders of the present State, the first permanent English colony in North America was founded. The first representative assembly in America met at Jamestown in 1619. The State was a planting State, its chief product being tobacco, and large estates were held by influential families. When the struggle for independence came, Virginia furnished a large number of

notable men ; Washington, Jefferson, Madison, Patrick Henry, and Monroe were Virginians. So important was the State, that, of the Presidents of the United States, seven have been natives of the State. When the War for the Union broke out, the Southern Confederacy was extremely anxious to secure the aid of Virginia. There was strong opposition in the State, but it finally adopted the ordinance of secession. Richmond was made the capital of the Confederacy, and the severest struggles were on the soil of the State, from the battle of Bull Run to the final surrender of General Lee at Appomattox Court House. Virginia was restored to the Union in 1870.

5. New York, under the Dutch, was principally a field for trading with Indians for fur, although the foundation was laid for a great agricultural State. Under the English, its great port was beginning to be the centre of trade, when the War for Independence came. The port was held by the English throughout the war, but when the United States became an independent nation, the city of New York rapidly grew in importance. It was the depot for the commerce that came down the Hudson River. Meanwhile, New England people were taking possession of the rich lands in the Mohawk valley, and the great watercourses of the State, aided by the Erie Canal, were the arteries through which the blood of the vigorous young nation began to course. The position of the State and the importance of its chief city have given it the name of the Empire State.

6. North Carolina received its first definite settlement from Virginia. It also was much indebted to Scotland, and the North of Ireland, for an important element in its population. There was a sturdy spirit of indepen-

dependence in the colony which showed itself in the Mecklenburg resolutions in 1775,—resolutions that anticipated the Declaration of Independence. A small majority carried the State into the Confederacy. It was restored to the Union in 1868.

7. Rhode Island was the last of the original thirteen States to ratify the Constitution. It had always been an independent, self-reliant little community. During the War for Independence its people were very active in privateering. Brown University is a seat of learning at Providence.

CHAPTER LXVI.

THE STATES OF THE UNION. III.

1. Vermont was the first State to be added, after the original thirteen States. Its territory had been claimed in part by New York and in part by New Hampshire, but its inhabitants, popularly called the Green Mountain Boys, conducted their affairs as if the country between the Connecticut and Lake Champlain were an independent State. In 1777 they so declared themselves, and proceeded to elect a governor and other officers. By adroit management, the leaders, while helping the patriots, kept the English in doubt whether Vermont would side with the crown or with the American people. In 1791 the boundaries of the State were settled and it was admitted to the Union.

2. Kentucky is the daughter of Virginia. The early settlers were largely from that State, though Daniel Boone, the most noted pioneer, was from North Carolina. In 1776 the region covered by the present State was



Abraham Lincoln.

Born February 12, 1809; died April 15, 1865.

Sixteenth President of the United States.

made a county of Virginia. The early settlers had many fierce conflicts with the Indians, so that Kentucky well deserved its name, which in the Indian tongue signifies "the dark and bloody ground." After the War for Independence the number of families moving into Kentucky greatly increased. They were so far away from the settled parts of Virginia that the people, in 1784, tried to establish an independent government. But, in 1790, Kentucky was made a Territory, and, in 1792, it was admitted into the Union as a State. In the War for the Union, the State attempted to be neutral, and its inhabitants were divided in sentiment, but the State remained in the Union.

3. As Kentucky was nominally a part of Virginia, so Tennessee was a part of North Carolina, and, in 1771, was made a county of that State. In the confused time after the War for Independence, before the present Union was formed under the Constitution, Tennessee, like Kentucky, tried to establish itself as a State. But, under the Union, Tennessee was formed as the Southwest Territory, and in 1796 was admitted to the Union. The State adopted the ordinance of secession in 1861, but the people in the mountains of East Tennessee remained loyal to the Union. The war for the Union raged fiercely in Tennessee, and there the great battles of Shiloh, or Pittsburgh Landing, Chattanooga, Island Number Ten, and Stone River were fought. For a while there were two State governments, one under the Union and the other under the Confederacy, but in 1866 the State was wholly restored to the Union.

4. In 1783, the several States, which claimed the territory lying to the northwest of the Ohio River, gave up the land to the United States, and it was formed

into the Northwest Territory. In 1787, an ordinance was passed for the government of the Territory, and it was declared, that, when one of the divisions of the Territory had not less than sixty thousand inhabitants, it could apply for admission as a State.

5. Ohio was the first to apply. A company of Eastern emigrants entered the country in 1787-88 and settled Marietta. A period of conflict with the Indians followed, but in 1795 a treaty of peace was made, and, after that, there was a great increase of immigrants, so that in 1803 Ohio was admitted into the Union. During the War of 1812, Ohio was the scene of important engagements on Lake Erie.

6. The State of Louisiana was admitted into the Union in 1812, but the name was at first given to a vast unexplored country, from the Alleghanies to the Rocky Mountains, which was entered upon by French explorers, and taken possession of in the name of Louis XIV., king of France. This great country was divided, after the French were defeated by the English in 1763, the eastern part going to Great Britain, the western to Spain. In 1800 Spain gave back her portion to France, and in 1803 the United States bought it of France for fifteen million dollars. It was at New Orleans, in Louisiana, that the last battle of the War of 1812 was fought, when the Americans, under Andrew Jackson, defeated the English, January 8, 1815. The State adopted an ordinance of secession in 1861, but New Orleans was taken possession of by Union forces in April, 1862. The State was readmitted into the Union in 1868.

7. In 1800 the Northwest Territory was divided, and the western portion was made into Indiana Territory. It was the scene of severe Indian wars, but after the

battle of Tippecanoe in 1811, there was greater security. Out of a part of Indiana Territory, a new State was formed, called Indiana, which was admitted to the Union in 1816.

8. The Territory of Mississippi, formed in 1800, comprised what are now the two States of Mississippi and Alabama. Before 1800 the country was a part of Georgia. In 1817 the Territory was divided, and the Mississippi portion admitted as a State. Mississippi was one of the earliest to adopt an ordinance of secession, and the president of the Confederacy was a citizen of the State. It was restored to the Union in 1870. Its name, taken from the great river, signifies Father of Waters.

9. Illinois is so called from a tribe of Indians, whose name was written in this form by the French discoverers. The country was early visited by the French, and occupied by them with forts. In 1763 it became part of the British possessions, and in 1784 it was included in the Northwest Territory. In 1800 it was a part of Indiana Territory, but in 1809 it became the Illinois Territory, and in 1818 was admitted as a State. In 1831 Chicago, its chief city, now one of the largest in the Union, had only twelve families besides a small garrison. It suffered from a great fire in 1871, but was so abounding in vigor, that in a few years scarcely a sign of the fire remained.

10. Alabama was Alabama Territory when Mississippi came into the Union, and two years later, in 1819, became itself a State. It passed an ordinance of secession in 1861, and the first capital of the Confederacy was at Montgomery. It was received back into the Union in 1868.



Henry Wadsworth Longfellow, Poet.

Born February 27, 1807; died March 24, 1882.

CHAPTER LXVII.

THE STATES OF THE UNION. IV.

1. It was after the admission of Alabama, that the question of slavery began to affect powerfully the formation of new States. A long struggle arose over the admission of Missouri, and, while it was going on, the South was opposed to the admission of Maine, which had long been known as the District of Maine under the government of Massachusetts. Maine was admitted to the Union March 3, 1820.

2. Missouri was admitted the next year. It was a portion of the Louisiana purchase, and became a part of the District of Louisiana in 1803. In 1812 it was formed into a Territory, and five years later applied for admission as a State. For four years the question was debated in Congress and in the country, between those who opposed and those who favored the extension of slavery. Missouri was admitted as a slave State. In the War for the Union, its people were divided in sentiment, but the State remained in the Union.

3. Arkansas, also, was a portion of the Louisiana Territory. When the State of Louisiana was formed, Arkansas became a portion of the new Missouri Territory, but it was admitted as a State in 1836. It adopted the ordinance of secession in 1861, and returned to the Union in 1868.

4. Michigan was early visited by the French, who formed settlements there. It formed a part of the Northwest Territory, in 1805 became a Territory by itself, and in 1837 was admitted as a State. The name

is said to mean in the Chippewa tongue, "Great Lake." It has an important State University.

5. Florida is that part of the United States which was earliest occupied by Europeans. It was discovered in 1512 by Ponee de Leon, who landed on the coast on Easter Sunday, which the Spaniards call Pascua Florida. The name was at first given, indefinitely, to a large part of the southern portion of the United States. The present Florida remained a part of the Spanish possessions until 1763, when it was given up to Great Britain. In 1783 it was restored to Spain, but in 1819 it was bought by the United States, was organized as a Territory, and admitted into the Union in 1845. It passed an ordinance of secession in 1861, but was one of the first of the seceding States to be readmitted into the Union in 1868.

6. The name of Texas is taken from that of a small tribe of Indians. This great State was a part of the Spanish possessions until 1821, when, with Mexico, it threw off the Spanish rule. It remained a province of Mexico until 1835, when, with the aid of a number of settlers from the United States, it became independent. In 1845, after a long discussion, it was admitted into the Union, and its annexation was the immediate cause of the war with Mexico, which had never assented to the independence of Texas. The State joined the other Southern States in 1861, and was one of the last to return to the Union, in 1870.

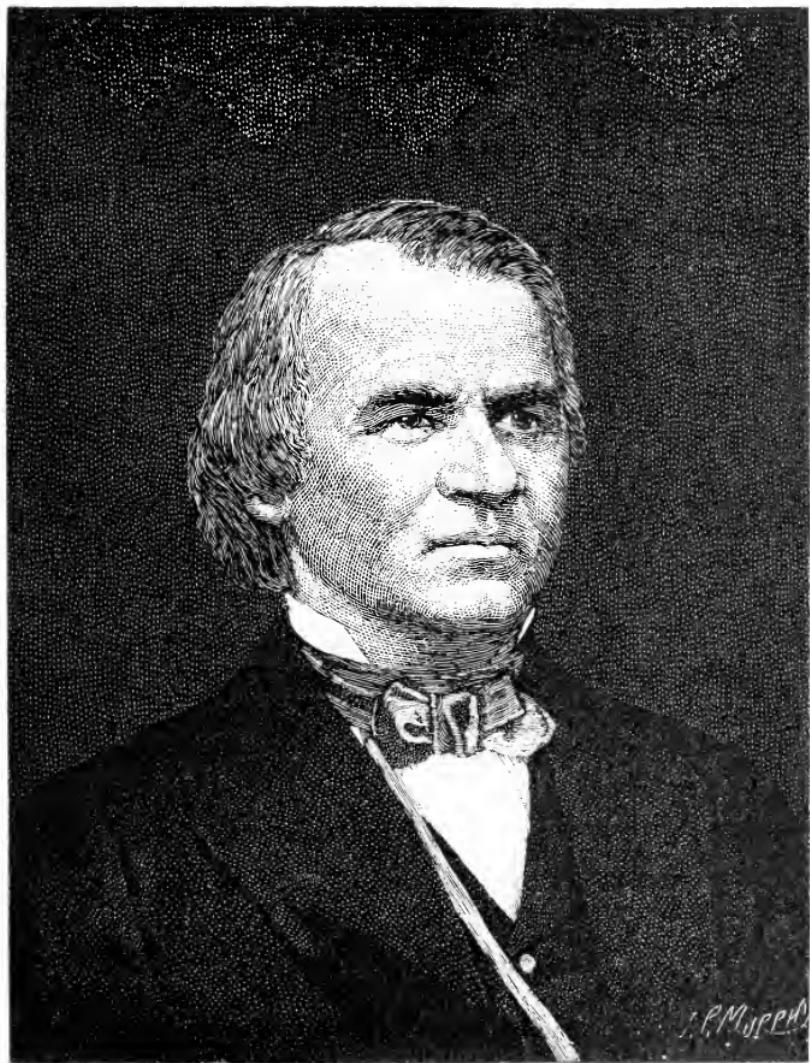
7. Iowa was a part of the Louisiana purchase, and was included in the Missouri Territory when that was formed. It became a separate Territory in 1838, and was admitted into the Union in 1846. It was settled largely by New England people.

8. The name of Wisconsin is taken from that of the river, which signifies "the wild, rushing river." The country formed a part of the Northwest Territory, and then, in succession, of Illinois Territory and Michigan Territory. In 1836 it became a separate Territory and was admitted as a State in 1848. It has received large numbers of inhabitants from the north of Europe.

9. California was admitted into the Union in 1850, and became at once the scene of great activity in mining for gold. The gold-mines now form only a part of its wealth, for it is one of the great wheat-growing States, and is famous also for its fruits.

10. Minnesota, or "Cloudy Water," was first visited by French explorers in 1680. The country, lying on both sides of the Mississippi River, was obtained in part by conquest from England, when it was included in the Northwest Territory, and in part by purchase as a portion of Louisiana. In 1838 there were but a few log cabins on the site of St. Paul, and it was not till 1849 that the Territory of Minnesota was formed. The Missouri River at that time was its western boundary. The Sioux Indians were a strong tribe and kept out of the State in 1804 they gave up all their lands east of the Sioux River, and then the white population increased more rapidly. In 1858 Minnesota was admitted into the Union. The State suffered severely in 1862 by attacks from the Sioux. A war followed, which ended in the expulsion of the Indians.

11. In 1848, all the region west of the Rocky Mountains and north of California was erected into the Territory of Oregon. The State of Oregon, with its great boundaries, was received into the Union in 1859.



Andrew Johnson.

Born December 29, 1808; died July 31, 1875.

Seventeenth President of the United States.

12. The story of Kansas has already been told. It was in 1854 that the Territories of Kansas and Nebraska were organized, and from 1854 till 1861, Kansas was the scene of a fierce struggle between the slavery and anti-slavery parties. At one time there were two Territorial governments, and two capitals. Kansas was received into the Union, in 1861, just before the breaking out of the War for the Union, and gave enthusiastic support to the Union cause.

13. When Virginia joined the Southern Confederacy, the western counties of the State strongly opposed the movement. In consequence of this, these counties became the field of the earliest engagements of the war. The Union forces held the ground, and in 1863 this portion of the State was made by Congress into a new State, under the name of West Virginia.

14. Nevada occupies part of the Territory acquired from Mexico. When California was set off, the country to the eastward was made Utah Territory. In 1859, the discovery of silver in large quantities brought so many settlers, that the portion now known as Nevada was made into a State in 1864.

15. Nebraska signifies "Water Valley." It shared the experience of Kansas, but its more northern position saved it from the extreme difficulties of its sister Territory. It was greatly aided in its growth by the passage through it of the Pacific Railway, and was admitted into the Union in 1867.

16. Colorado is sometimes called the Centennial State, from the fact that after being a Territory for fifteen years, it came into the Union, just a hundred years after the Declaration of Independence. Its mineral wealth and climate have attracted many settlers and visitors.

17. In 1889, on Washington's birthday, the President of the United States signed an Act of Congress, by which four new States were to be added to the Union, as soon as the people in the Territories out of which these States were to be formed, should ratify the Act.

18. The Territory of Dakota was organized in 1861, and at that time included the present Territories of Idaho (in part) and Wyoming, which were set off from it, the former in 1863, the latter in 1868. By the Act of 1889, the remainder of the Territory is divided into two States, North Dakota and South Dakota.

19. The Territory of Montana was a part of Idaho Territory, but the discovery of gold in that section led to a rapid settlement, and, in 1864, it was organized separately. Washington Territory was formed in 1853, but there was a long dispute with Great Britain over its exact northern boundary, which was not settled until 1873. The eastern portion was taken to make a part of Idaho Territory in 1863. The same names of Montana and Washington are retained for the new States by the Act of 1889.

CHAPTER LXVIII.

THE TERRITORIES.

1. In speaking of the States received into the Union since the original thirteen, we have said, in most instances, that they were first Territories. There are still Territories within the United States, and out of these Territories new States are yet to be formed.

2. A Territory differs from a State in several particulars. The people in a Territory elect their own

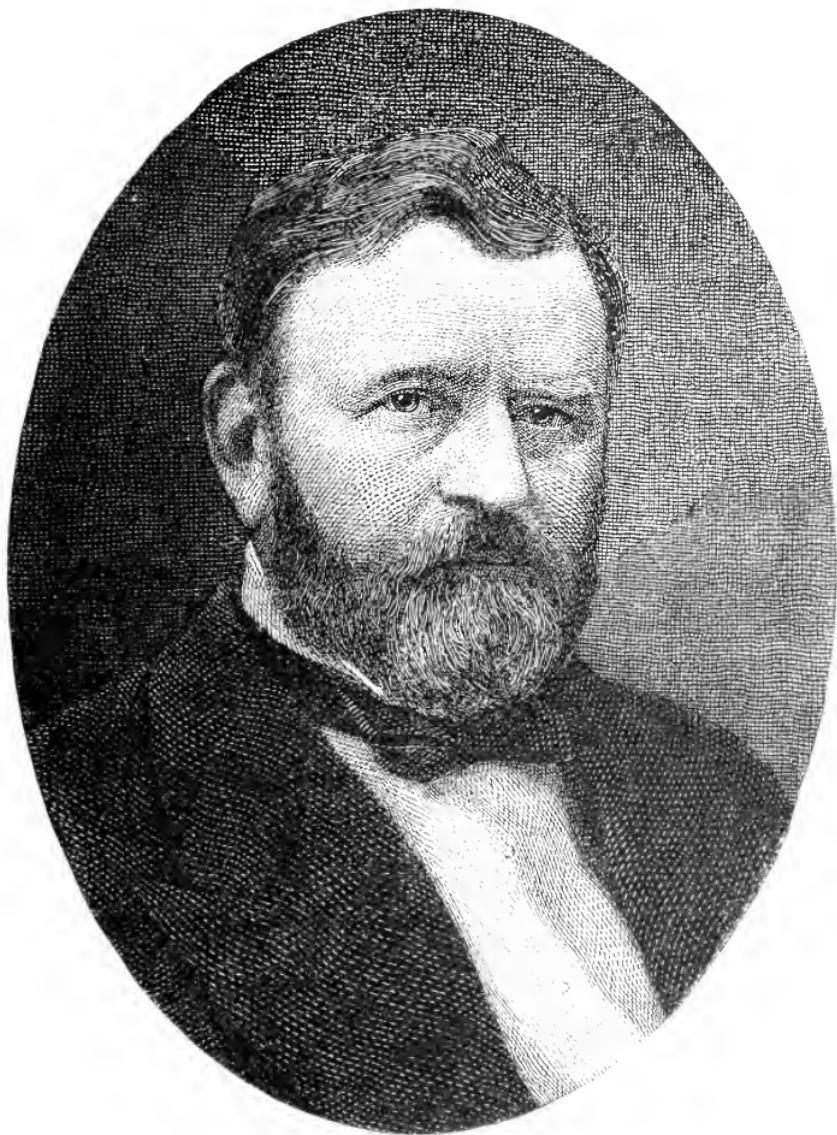
legislature, but the governor is appointed by the President, with the consent of Congress. The Territory sends delegates to Congress, but these delegates are only agents of the Territory, and have no vote in Congress.

3. In short, the Territories now are very much what the colonies were before the formation of the Union. They have the management of their local affairs, but they depend on the President and Congress, much as the colonies depended on the King and Parliament.

4. The Territories, however, are not all on the same footing. The District of Columbia, sometimes called Columbian Territory, was originally a portion of land held by Virginia and Maryland, which was given up to the new nation in 1788 and 1789 to form a capital. Washington appointed commissioners to lay out the district, and a Frenchman, Major L'Enfant, planned a city and designed the first buildings for the government. He generously gave his services.

5. The city, which received the name of Washington, was ready for Congress in 1800. It suffered severely in 1811 from the attack of the British. In 1846 Congress gave back to Virginia the portion of the District originally granted by that State. The District is under the direct control of Congress, and the inhabitants have no voice in the election of President, and no representatives in Congress.

6. Indian Territory consists of a large area set apart for the occupation of Indian tribes which have been removed from other parts of the United States. It is wholly under the control of certain tribes, which have a form of government similar to the government of a state.



Ulysses Simpson Grant.

Born April 27, 1822; died July 23, 1885.

Eighteenth President of the United States.

7. Alaska, which was bought of Russia for \$7,200,000 in 1867, has a governor and judges appointed by the President, but it has no legislature.

8. The Territories which are regularly organized and the dates of their organization are — New Mexico and Utah (1850), Arizona and Idaho (1863), Wyoming (1868), and Oklahoma (1889). Some of these Territories are urging their claims upon Congress to be admitted as States.

CHAPTER LXIX.

HOW WE GOVERN OURSELVES.—THE PEOPLE.

1. We have seen how our nation has grown from its beginning. The States were at first colonies planted by England, with English laws and English government. The people, up to the time of the War for Independence, were chiefly descendants of men and women who were born in England.

2. They were separated by a broad ocean from the King, and Parliament, and the courts of England. Life was different in America from what it was in England. The English people in America must needs manage their own affairs, and they were allowed to do so by England: only their laws were not to conflict with the laws of England.

3. Thus the colonies learned the lesson of self-government. Some of the chief officers were sent over from England, but, for the most part, the people chose from their own number those who were to make and execute the laws. They did not greatly care that

the governor of the colony, or the collector of a port, was appointed by the king ; they were still Englishmen, and loyal to the crown.

4. Since the colonies had so much in common, the people who lived in them gradually came to know each other. They were at home wherever they went. They heard the same language, they had the same religion, and more than once they fought together against their common enemies, the French and the Indians.

5. But the King and Parliament were ignorant of America, and when, at last, they began to treat the colonists as foreign subjects rather than as Englishmen, there was an end to the rule of America by England. The people refused to have any officers appointed by the king ; they chose their own governors as well as representatives ; they declared themselves wholly independent of England, and, after seven years of war, compelled England to give up all claims to govern them.

6. These seven years did much to make the peoples of the thirteen colonies one people ; and when, after the war was over, they saw that they must be one nation and not thirteen nations, they drew up a body of laws for the government of the United States, which is called the Constitution. It is worth while to read the preamble, or preface, to this Constitution, because it gives the reason why the people formed it.

7. “ We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

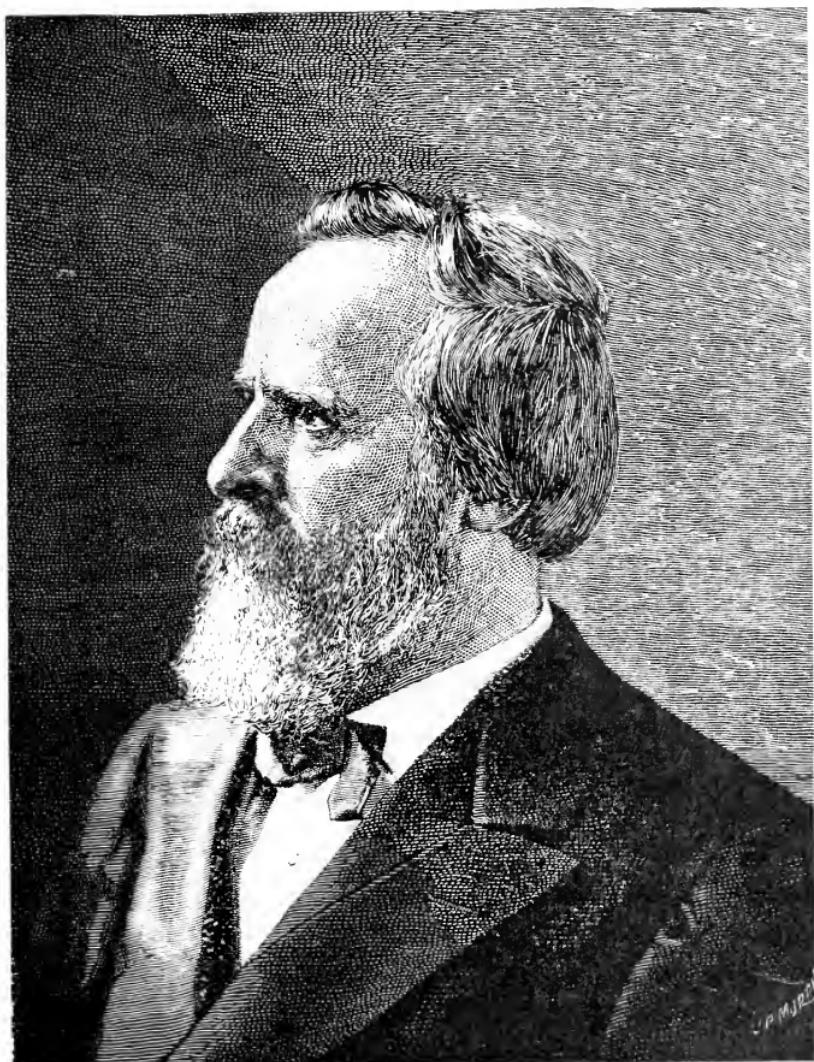
8. It was the people, therefore, of the United States, who ordered the Constitution, and determined what the government of the nation should be. They did it in order that there might be a more perfect Union ; they did not want the different parts of the country to be wrangling with each other ; they wished to be able to defend their common country against any enemy ; and they wished to provide for the growth and prosperity of the nation.

9. Every base-ball club has a captain ; every debating society has a president. Almost every time boys or girls come together for any game, they choose a leader ; and there are always rules, by which they govern themselves in their sports. If every one did just as he chose, without regard to his neighbors' rights, there would be an end to peace and harmony.

10. But we do not make a fresh set of rules every time we play a game. We follow the old rules, or, if they do not work well, we change them a little ; just so, the people of the United States did not make a brand-new Constitution. They took the old laws and forms under which they had been brought up, and changed these just enough to suit the new order of things.

11. The constitutions of the several States, and the Constitution of the United States, took the place of the charters and laws, which had been the guides of the colonies. But those charters and laws always referred to the king. They were in the name of the king of England. He was regarded as the authority for all law.

12. It was different after America became independent of England. The constitutions and laws were in the name of the people, and so it has been ever since. The highest authority in the country is the people : "We, the people, do ordain and establish this Constitution."



Rutherford Birchard Hayes.

Born October 4, 1822.

Nineteenth President of the United States.

CHAPTER LXX.

HOW WE GOVERN OURSELVES.—CONGRESS.

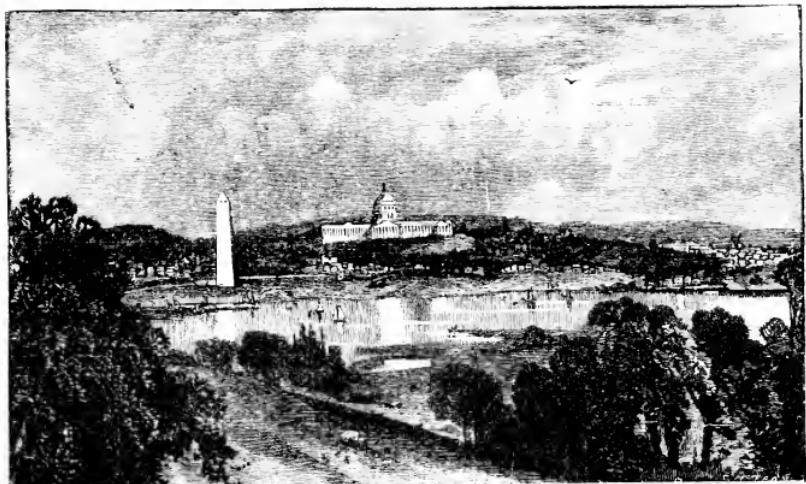
1. In each colony, and afterward in each State, there was an Assembly composed of persons chosen by the people to make laws, to lay taxes, and, in general, to look after the interests of the colony, or province, or State.

2. This assembly goes under different names in the different States; in Massachusetts it is called the Great and General Court; in Virginia, in Colonial times, it was the House of Burgesses; in New York it is known as the Assembly, but, in all the States, it is spoken of as the Legislature, and the Legislature in each State is composed of two sets of members,—a small body called the Senate, selected from large districts of the State; and a large body called the House of Representatives, chosen from the small districts or towns into which the State is divided.

3. When the nation was forming, the several colonies sent delegates to Philadelphia, and these delegates made up what was known as the Continental Congress. When the Constitution, under which we live, was framed, this Congress was changed somewhat, and made more like the assemblies of the several States.

4. Thus we have at Washington, as the great Assembly of the whole nation, the Congress of the United States. This Congress consists of two bodies, the Senate and the House of Representatives.

5. Each State sends two men to represent it in the Senate, so that with forty-two States there are eighty-four senators. These senators are chosen to serve six years each, but, when a senator has proved himself a serviceable public man, his State is likely to re-elect him for another term of six years.



The Capitol at Washington.

6. The number of representatives from each State depends upon the population of the State. As the population of the country increases, the House of Representatives contains more members. Every ten years, when a census of the country is taken, there is a fresh estimate made of the number of representatives permitted to a State. Each representative is elected to serve two years.

7. The chief business of Congress is to make the laws which shall be for the government of the whole people; to decide what money is needed for the expenses of the government, how it is to be raised, and how it is to be spent.

8. Money is needed to pay the expenses of Congress, and salaries of the officers of the government; to provide for the army and navy; to coin gold and silver, and to engrave and print paper money; to build, and keep in order, public buildings; to carry on the post-office business; to pay the cost of courts of justice; to improve harbors and rivers; to protect the coast with forts, and furnish lighthouses at dangerous places; to survey the public lands; to support the Indians, from whom we have taken away the power to support themselves by hunting, and to educate them; to send agents of the government to reside in foreign countries; to pay pensions to soldiers who were wounded in war, or to the families of those who died,—and for many other purposes.

9. In order to obtain the necessary money, Congress depends chiefly on taxes, in one form or other. It receives some money, to be sure, from the sale of public lands. The courts are partly supported by fees. The post-office is very nearly supported by the sale of postage-stamps, but most of the money which Congress expends is raised by taxation.

10. This taxation is chiefly of two kinds, internal revenue and the tariff. Internal revenue is the money received from taxes laid upon certain articles, like tobacco and whiskey, which are raised or manufactured in the United States. The tariff is the tax laid upon goods brought into the country from other nations. This tax is also called a duty. At various ports on the sea-coast, and at stations on the borders of Canada and of Mexico, are officers, called officers of the customs, whose business it is to collect these duties upon all the goods brought by vessels or on railroads.



James Abram Garfield.

Born November 19, 1831; died September 19, 1881.

Twentieth President of the United States.

11. Congress makes the laws and determines the taxes; its proceedings are called the *Acts of Congress*. The method of doing business is, briefly, as follows. A member of the House of Representatives, we will say, wishes to have a breakwater built, so as to improve a harbor on the coast of the State which he represents.

12. He introduces a Bill, directing this breakwater to be built. His bill is placed in the hands of one of the committees of the House. This committee consists of a few members who have been appointed by the Speaker of the House, as the presiding officer is called, for the purpose of considering carefully just such matters of business.

13. The committee discusses the bill, asks questions of the member and of other members who are thought to know most about the needs of the harbor, and finally decides to recommend that the bill become an act, or that it should not become an act.

14. It reports accordingly to the House. Let us suppose that it reports favorably. The bill must then be voted upon by the House, and, if agreed to there, it must also be sent to the Senate to be voted upon. If both the House and the Senate agree upon it, then the bill is sent to the President.

15. If he approves the bill, he signs his name to it, and then it becomes an *Act of Congress*, and the proper persons are instructed to see that the breakwater is built. If he does not approve it, he sends it back to Congress, with a message explaining why he does not think best to sign it.

16. This refusal of the President to sign the bill is called a *veto*, from a Latin word meaning, “I forbid.” A bill must be signed by the President in order to

become law. But if, after the President has refused to sign a bill, two thirds of the members of Congress should again vote for the bill, it becomes a law, even without the signature of the President.

CHAPTER LXXI.

HOW WE GOVERN OURSELVES.—THE PRESIDENT.

1. THE members of Congress are chosen from the several States and districts in the States, and they are called the senators, or members from their State, as the senator from Virginia or Missouri, or the member from Pennsylvania. The people in one State have nothing to say about the election of members from another State.

2. The President is the President of the whole nation, and he is chosen by all the people of the nation. Yet the people do not vote directly for the President. They vote in the several States for persons called electors, who choose the President and Vice-President.

3. In each State there are as many electors chosen as there are senators and representatives from that State in Congress. In the early days of the nation the people chose the electors without knowing whom these would select for President and Vice-President. They chose well-known public men, whom they could trust to make a wise choice for President.

4. It was not long, however, before people divided into two great political parties, with sometimes a third or fourth party, each party being held together by a common policy, and having prominent public men as

leaders. Thus, when electors were chosen, people voted for men of their own party, and it was quite clearly understood beforehand whom the parties expected their electors to choose as President.

5. Finally, to place the matter beyond doubt, each party adopted the plan of holding a convention, or

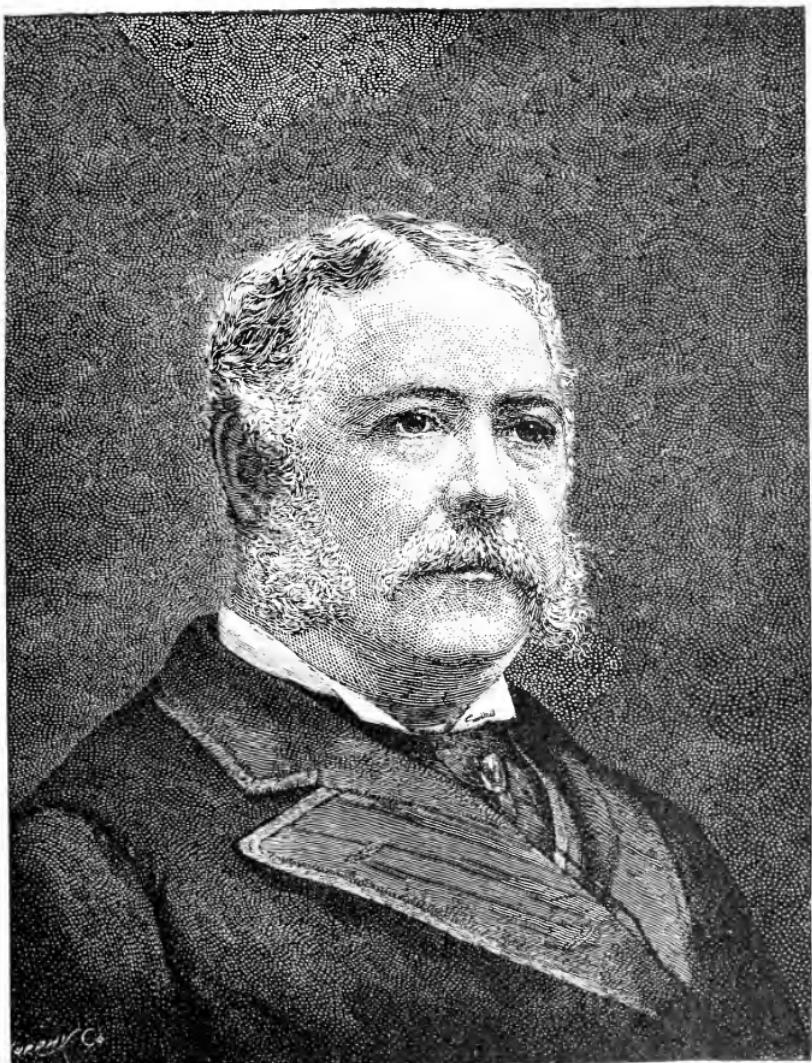


The White House, — Residence of the President.

meeting, a few months before the time for choosing presidential electors. At this convention votes are taken to see whom the party wishes for President and Vice-President, and those who are thus chosen become the candidates of the party.

6. The people continue to vote for electors, but, at the head of the ballot containing the names of electors, are placed the names of the persons whom they expect the electors to vote for, when they meet, to choose a President and Vice-President.

7. The election takes place every four years, on the ~~first~~ ^{first} Tuesday in November, and the President enters upon his duties on the 4th of March.



Chester Alan Arthur.

Born October 5, 1830; died November 18, 1886.

Twenty-first President of the United States.

following. He must be a natural-born citizen. He must be not less than thirty-five years of age, and must have been fourteen years a resident within the United States.

8. The Constitution defines the duties of the President as follows: "He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient [such communications to Congress are called the President's Messages]; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States."

9. The President is commander-in-chief of the army and navy of the United States. He also appoints ambassadors, other foreign ministers, consuls, judges of the Supreme Court, and a great many other officers, including certain postmasters. His appointments must, however, be agreed to by the Senate, before they become legal.

10. It would be impossible for the President to attend, personally, to all the business that falls to him, and therefore he appoints certain men to take charge of the different departments of administration. He consults with these men, who form his council of advisers, and are called the President's Cabinet.

11. The Cabinet consists of eight men. The Secretary of State attends to the business which grows out of

the intercourse of the nation with other nations, gives directions to ambassadors and consuls, and receives the ambassadors from other nations. The Secretary of the Treasury has oversight of all that relates to the revenue. There is a Secretary of War, and a Secretary of the Navy. The Secretary of the Interior has charge of the patent office, the census office, the public lands, Indian affairs, public education, and much else that relates to the industry and prosperity of the country. The Postmaster-General is at the head of all the post-offices. The Attorney-General is the lawyer of the government, who gives to the President advice on all questions touching law; and the Secretary of Agriculture has charge of the great farming interests of the country.

12. The Vice-President presides over the Senate. If the President should die during his term of office, the Vice-President would take his place and become President. If both the President and Vice-President were to die, then the office of the President would be filled by a member of the President's Cabinet,—the Secretary of State, if that member is living; if not living, then the first who may be living of the other Cabinet officers in a fixed order.

CHAPTER LXXII.

THE PRESIDENTS.

1. WHEN one is studying the history of England, there is a long list of kings and queens to be learned. The reigns of these sovereigns are the divisions of its history. The laws enacted have, at their head, the name of the king or queen, in whose reign they are passed.

These reigns are of different lengths, according to the lives of the sovereigns.

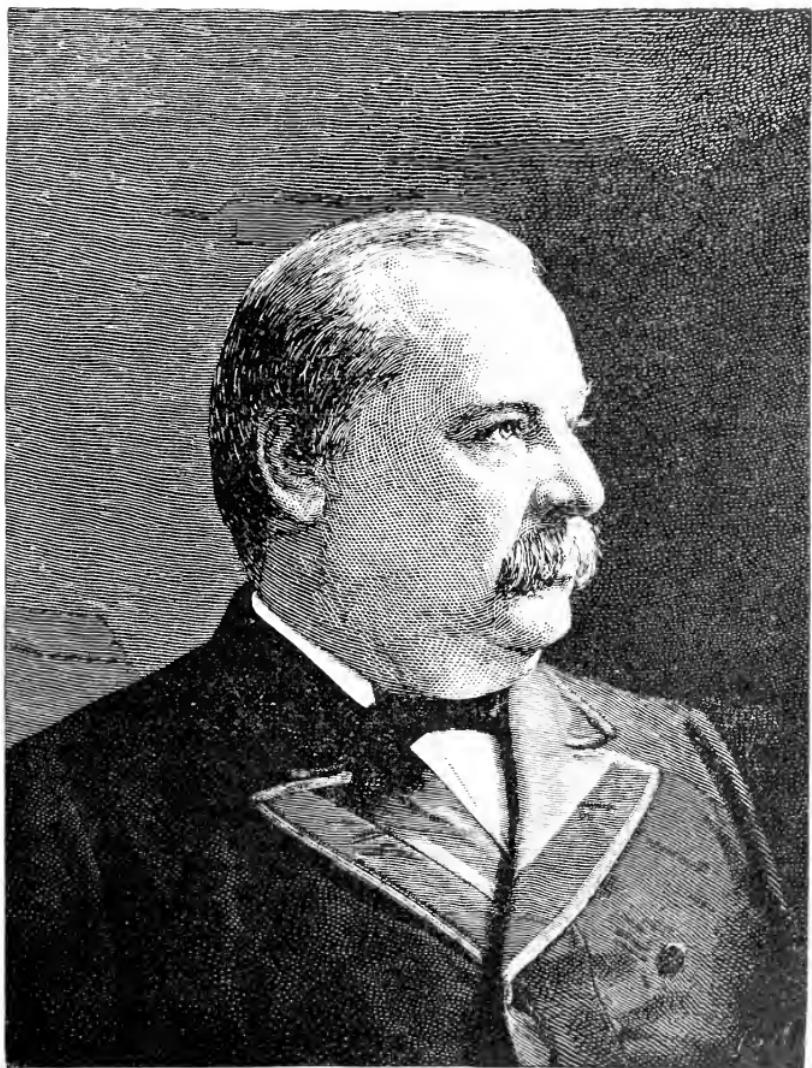
2. In studying the history of our nation, we have found that the Constitution is in the name of the people, that the people are the real sovereigns, and that the persons chosen by the people to carry on the government are the ministers, or servants, of the people.

3. The chief of these ministers is the President, and we often speak of events as occurring in the administration of this or that President. There have been twenty-three Presidents of the United States since the first was elected in 1789. Some of them have been chosen to fill the office a second time, and some have died before completing their term of office. Several of the Presidents have already been spoken of in connection with the growth of the nation. It is well to recall the names of all, in regular order.

4. The first President was George Washington, of Virginia. He entered upon his duties April 30, 1789, and after he had served four years, he was chosen to serve four years more; but at the end of the second term he refused to be considered a candidate for re-election. After he had retired from office, the country was in danger of war with France, and he was ready to take command of the army: but the alarm died away, and had nearly ceased when Washington died, December 14, 1799.

5. John Adams, of Massachusetts, had been Vice-President during Washington's administration, and was chosen President, to succeed his great chief, in 1797. He was succeeded by Thomas Jefferson of Virginia, in 1801.

6. Jefferson was President for two terms. The great event of his administration was the purchase of Louisi-



Grover Cleveland.

Born March 18, 1837

Twenty-second President of the United States

ama in 1803. By a singular fortune, Adams and Jefferson died on the same day, the 4th of July, 1826, just fifty years from the date of that Declaration of Independence, which Jefferson mainly wrote, and of which they were both stout defenders.

7. The fourth President, James Madison, was a Virginian, like Washington and Jefferson. He also served eight years, from 1809 to 1817. It was during his double term that the second war with England occurred, and that the first experimental railway in the country was constructed. Madison was succeeded by another Virginian, James Monroe, who served two terms, from 1817 to 1825. During his term the Erie Canal was begun and finished.

8. John Quincy Adams, the successor to Monroe, was a son of John Adams, the second President, and had been trained in government service, having been with his father when he was a foreign minister, and having himself served as minister to the Netherland, to Portugal, to Prussia, to Great Britain, and to Russia. He was also one of the commissioners to frame a treaty of peace with Great Britain after the War of 1812. He was President from 1825 to 1829, and, two years later, returned to Washington as member of the House of Representatives, from his native State, Massachusetts, and continued as such till 1848. He died in the House while delivering a speech.

9. Andrew Jackson, of Tennessee, the seventh President, was born in the same year with John Quincy Adams, in 1767: but, unlike his predecessor in office, found his training in rough frontier life, in the Southwest. He became famous as the general in command at the battle of New Orleans, and was very popular as

a brave, strong-willed, ardent man. He served as President from 1829 till 1837, and was in office when South Carolina attempted to nullify the laws of the United States. It was largely his firmness that prevented what would have been a great disaster. He died in 1845.

10. Martin Van Buren, of New York, was Secretary of State in Jackson's first term, and Vice-President in his second term. He succeeded Jackson as President, and held office from 1837 to 1841.

11. William Henry Harrison was born in Virginia, and spent his early life on the frontier as an officer in the United States army. He was appointed governor of Indiana Territory, and won fame in battles with Indians. He was chosen to succeed Van Buren, but died April 4, 1841, just one month after his inauguration.

12. It was the first time that a President had died in office, and great interest was felt as to the course of the Vice-President, John Tyler of Virginia, who now became President. Tyler disappointed Harrison's friends, and acted in opposition to his party. He held office till 1845, and died in 1862.

13. James Knox Polk, of Tennessee, the eleventh President, served from 1845 till 1849, dying three months after leaving office. The Mexican War was carried on during his administration. This war was unpopular, and had much to do with the defeat of the party that favored it, but it brought into public notice a sturdy soldier, Zachary Taylor, of Louisiana, who was nominated for President by the Whig party, which had opposed the war.

14. Taylor was elected, and took office in 1849, but died in sixteen months, and was succeeded by Millard Fillmore, who had been chosen Vice-President. Fillmore

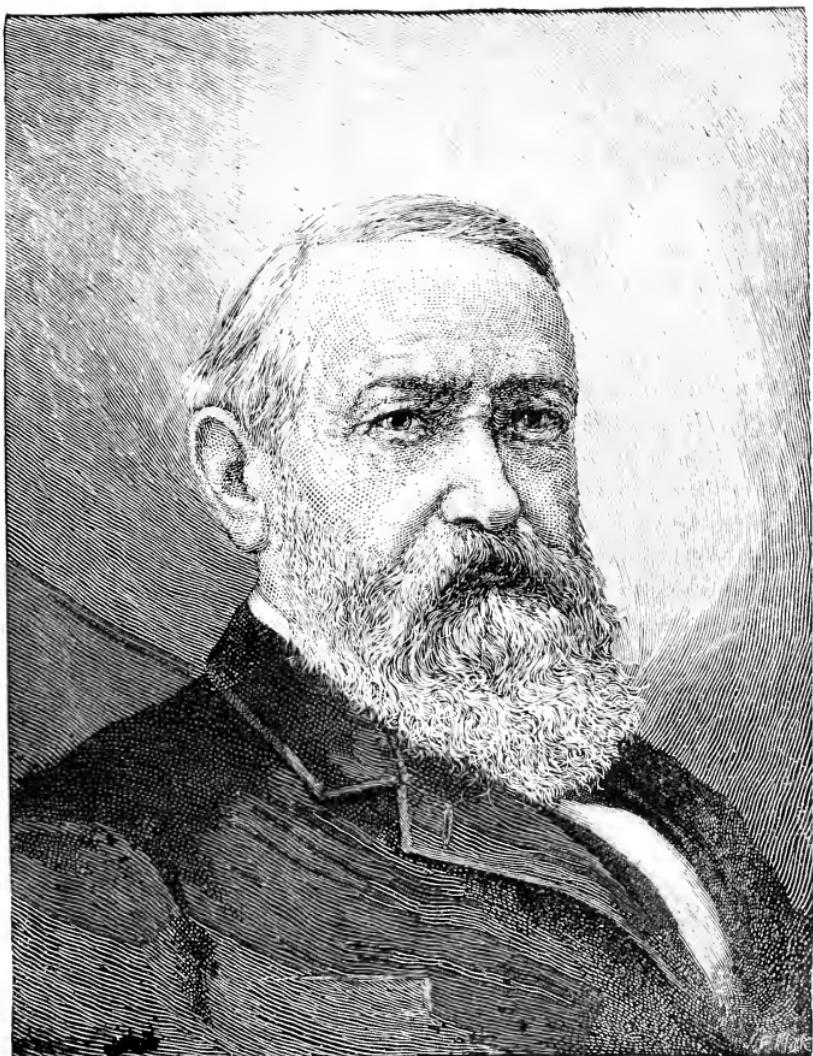
was from New York, and served the remainder of the term, that is, until 1853. The contest over slavery began to be especially violent during his administration, and the signing of the Fugitive Slave Bill made him unpopular with many of his party. He lived to see the end of slavery, for he died in 1874.

15. Franklin Pierce of New Hampshire, the fourteenth President, held office from 1853 till 1857, and died in 1869.

16. Pierce was succeeded by James Buchanan, of Pennsylvania, who had been long in public life, both in legislatures and as foreign minister. In his administration the contest over slavery reached its height, and when he went out of office in 1861, the country seemed like a ship drifting without sails or rudder.

17. Abraham Lincoln, of Illinois, took the helm, as President, in 1861, and, when the storm of war burst, it was found that the country had a true captain. His administration covered the whole period of the War for the Union, and when he entered upon his second term in 1865, it was to hold office just long enough to taste the sweets of peace, when he was stricken down by an assassin.

18. The Vice-President who had been elected in 1864 was Andrew Johnson of Tennessee, who was selected as Lincoln's associate, because, though a Southern man, he had been a strong supporter of the Union. Johnson now became President. He did not hold views in agreement with the majority of Congress, and so wide became the breach between him and Congress, that, before the end of his term, President Johnson was impeached by Congress for "high crimes and misdemeanors." Congress failed of securing a conviction, and the President



Benjamin Harrison.

Born August 20, 1833.

Twenty-third President of the United States.

remained in office until his term closed in 1869. He was afterward elected to the Senate, but died shortly after he took his seat, in 1875.

19. During the stormy period in which Johnson's term ended, there was a universal dependence upon the great general who had brought the War for the Union to a successful close, and General Ulysses S. Grant of Illinois was elected eighteenth President, by a large majority. He held office for two terms, and, during his administration, the last of the States which had seceded was restored to the Union. After he left office, General Grant made a notable journey round the world. He died July 23, 1885.

20. Rutherford Birchard Hayes, of Ohio, succeeded General Grant in the Presidency, and held office from 1877 till 1881.

21. He was followed by James Abram Garfield, also of Ohio, who had been a general in the War for the Union, and for many years a prominent member of Congress. He had held the office of President but four months when he was shot by an assassin; he was mortally wounded, but lingered until September 19, 1881, when he died, mourned by the nation.

22. Chester Alan Arthur, of New York, was elected Vice-President with Garfield, and, upon the death of the President, succeeded to the place. He held office till the close of the term in 1885, and died November 18, 1886.

23. The twenty-second president of the United States was Grover Cleveland, also of New York, of which State he had been governor before his election to the Presidency. He served one term, and was succeeded in 1889 by Benjamin Harrison, of Indiana.

CHAPTER LXXIII.

HOW WE GOVERN OURSELVES.—THE COURTS AND JUDGES.

1. Of all the appointments made by the President, the most important one is that of judges of the United States Courts. The highest court is known as the Supreme Court, and sits at Washington.

2. These United States Courts hear all cases at law between the United States and a person; between two States; between citizens of different States; and between a State or any of its citizens and foreign States or citizens.

3. But each State has also its courts of law and its judges. There are different grades of courts in each State. The courts are sometimes State Courts, sometimes county courts, sometimes city or police courts.

4. Why are there so many courts, and why are there courts at all? It is because the nation governs itself by means of the laws, which it makes. If any one breaks one of these laws, he has done an injury to the nation or the State. He is not to be punished by the person whom he may have wronged, but by the State or nation to which they both belong.

5. It becomes necessary to find out exactly what wrong he has committed, or, if he has been unjustly accused, to show that he is innocent. Therefore the State provides that every one accused of wrong-doing shall have a fair trial before a court.

6. He may admit that he is guilty. Then the judge declares what punishment he shall receive, whether it

be to go to prison or to pay a fine. But the judge must decide this according to laws already made.

7. Or, he may say that he is not guilty. Then he is allowed to defend himself, or to employ a lawyer to



The United States Supreme Court.

defend him. The court is to listen to the evidence, and in many cases, it also requires twelve neighbors of the accused person, called the jury, to hear the evidence, and to decide whether or not the person is guilty.

8. The courts, therefore, are to punish evil-doers, to protect the innocent, and to secure their rights to all persons who are injured by others. They are called courts of justice, for they are intended to see to it that people live justly and honestly.

CHAPTER LXXIV.

HOW WE GOVERN OURSELVES.—THE VOTER.

1. IN some countries, the man who works in the shop, or in the field, has nothing to say about the government of his country. He only knows that there are laws which he did not make ; that he is taxed, but has nothing to say about how the taxes shall be raised, or the money shall be spent ; that he is liable to be called upon to fight in the army, but has no power to say whether there shall be war or not.

2. In our nation it is not so. Every man who is born here, or who becomes a citizen after he has landed from some other country, is one of the governors of the country. It is his right to say how the government shall be conducted, and it is his duty to do so.

3. When he becomes twenty-one years of age, he can take part in public meetings, and help to choose the men who are to manage public affairs. If he lives in a town, he can, and ought to, vote at the town-meeting. There the officers of the town are chosen for the coming year, and the townspeople decide how much they ought to spend for schools and roads and other necessities.

4. If he lives in a city, he has the opportunity and the duty of going to the meetings of the ward in which he lives, and helping to choose the men who shall form the administration of the city. If unprincipled or selfish men get into office, it is his business to see that they are not re-elected.

5. Whether he lives in town or city, he has the right and the duty to help in the choice of governor of the State ; of representatives to the State legislature ; of representatives to Congress ; sometimes also of judges ; and, once in four years, of the President of the nation.

6. When a man indicates his choice of officers, he is said to vote, or to cast a vote. He places in a box, called the ballot-box, a paper containing the name of the person he wishes to choose for each office. This paper, or ticket, is his vote, and when the hours for the election have closed, the votes are counted, and the persons whose names are on the greatest number of tickets cast are declared to be elected.

7. We make laws in our legislatures for the proper protection of the ballot-box ; to see that no person votes except where he lives ; that no person casts more than one vote ; that the votes are properly counted, and, in various ways, to make sure that the will of the people shall be regarded.

8. But there is one thing which the law cannot do. It cannot compel a man to vote. Only the man himself can do that. It is for him to say whether he will vote, honestly and faithfully, and so help to preserve the nation, or whether he will stay away and think to have all the blessings of good government, without doing his part to secure them.

I N D E X.

THE figures enclosed in brackets indicate the dates of birth and death of the person whose name they follow.

ABOLITIONISTS, the, 194, 204.
Abraham, Plains of, battle on the, 88.
Acadia, 83; expulsion of French from, 86, 87.
Acts of Congress, 260.
Adams, John [1735-1826], what he thought of Independence Day, 128; his value to the patriot cause, 143, 144; his lack of authority as minister to England, 154; the first vice-President, 158; President, 266.
Adams, John Quincy [1767-1848], 268.
Adams, Sam [1722-1803], a leader of the patriots, 111; at the "Old South," 114; is warned against capture, 117; his influence over the people, 141.
Africa, the coast of, explored by the Portuguese, 20, 30.
Alabama, history of, 242.
Alaska, 252.
Albany, settled by the Dutch, 33; central position of, 84; meeting of colonies at, 89.
America, origin of the name, 29, 30, 32.
Anderson, Major Robert [1805-1871], defends Fort Sumter, 212-214.
André, John [1751-1780], engaged in Arnold's treason, 133.
Arab and his camel, story of the, 57, 58.
Arizona Territory, 252.
Arkansas, history of, 244.
Arnold, Benedict [1741-1801], a traitor, 133.
Arthur, Chester Alan [1830-1886], 272.
Astor, John Jacob [1763-1848], 199.

BALTIMORE, origin of the name, 67.
Baltimore Family, the, 67, 68.
Barbadoes Islands, settlers from, 71.
Blacks, condition of the, after the war for the Union, 226.
Blackstone, the hermit of Boston [1596-1675], 51.
Blockade of Southern ports, 205, 218-222.
Bonaparte, Napoleon [1769-1821], 164; emperor of France, 164; sells Louisiana to the United States, 165.
Boston founded, 51; its early appearance, 51; its action regarding British troops, 109; Massacre at, 110; protests against the tax on tea, 111; has its port closed, 115.
Braddock, Edward [1715?-1755], defeat of, 85; aided by Franklin, 102.
Brother Jonathan, 233.
Buchanan, James [1791-1868], 270.
Buffalo, how used by Indians, 46.
Bunker Hill, 120; battle of, 122-125.
Burgoyne, General [1722-1792], 129; effect of his defeat on the French alliance, 134.

CABINET, the President's, 264, 265.
 Cabot discovers North America, 33.
 Calhoun, John C. [1782-1850], 234.
 California, first visited by Spaniards, 30; becomes a part of the United States, 196; discovery of gold in, 202; change of industry in, 203; admitted into the Union, 203; history of, 246.
 Calvert, Cecilius, 68.
 Calvert, George [1582-1632], 67, 68.
 Calvert, Leonard [1606-1647], 68.
 Cambridge, Massachusetts, 52, 55; camp at, 120.
 Canals, introduced into the United States, 170.
 Canary Islands, the, 21.
 Cape Fear River, settlers on, 71.
 Cape of Good Hope, 20.
 Capital, choice of position for, 160.
 Carlisle, Pa., school for Indians at, 187.
 Carolinas, the two, 72.
 Catholics, Roman, in Maryland, 68, 234.
 Centennial celebrations, 225, 226.
 Champlain discovers the lake to which his name is given, 32.
 Charles II. [1630-1685], King of England, gives a tract of land to William Penn, 62; is amused at the Quakers settling among Indians, 64; gives away the Carolinas, 72.
 Charleston, South Carolina, founding of, 72; its importance, 73, 77; the forts in the harbor of, 212; opening of the war for the Union in, 214.
 Charlestown, Massachusetts, settled, 50; battle of Bunker Hill at, 122-125.
 Charters granted by the king, 57.
 Chattanooga, battle of, 240.
 Chicago, fire at, 212.
 Chowan River, settlements on, 71.
 Christian Commission, the, 222.
 Christianity, the Spaniards propose to convert the people of the New World to, 27; labors of the Puritans in behalf of, with the Indians, 58; labors of the French priests in same cause, 81.
 Church of England, 28; separatists from, 42; division in, 48.
 Cleveland, Grover [1837-], elected President, 229, 272.
 Coal, the first use of, in America, 172.
 Colonies, the American, after their establishment, 76-78; character of, 103-106.
 Colorado, 248.
 Columbia River discovered by Captain Gray, 198.
 Columbus, Christopher [1436 ?-1506], born, 22; his early life, 22; portrait of, 23; his dream of reaching India by sailing west, 24; is ill-used by Portugal, 25; makes friends, 25; persuades the king and queen of Spain, 26; his agreement with them, 26; sets sail from Palos, 27; puts in at the Canary Islands to repair his ships, 27; has difficulty with his men, 28; lands on one of the Bahamas, 28; returns to Spain, 28; makes other voyages, 29.
 Commons in New England, 46.
 Concord, Provincial Congress at, 117; fight at, 119; celebration of centennial of, 226.
 Confederate currency, 219.
 Confederate States of America, 212.
 Congress, the Continental, 116; hears of Lexington and Concord, 122; appoints Washington commander-in-chief, 122; advises the colonies to form governments, 127; takes up the question of independence, 127; its weakness, 153, 154.
 Congress of the United States, meets for the first time, 159; its payment of soldiers in western lands, 185; its discussion of slavery, 192; its action toward Texas, 196; its dealings with South Carolina, 207; debates in, on slavery, 208; action of, toward the South after the war for the Union, 225; how it does its work, 256-261.
 Connecticut, the beginning of, 54, 55;

Indian war in, 59 ; movement from, to Long Island, 60 ; its history, 233. Constitution of the United States, 156-158 ; preamble to, 253 ; its place in government, 254. Constitutional convention, 156. Copperheads in the war for the Union, 220. Cornwallis, Lord [1738-1805], surrenders to Washington, 131. Cotton, in the South, 173 ; during the war for the Union, 218. Courts of the United States, 273, 274. Creeks, a tribe of Indians, 13 ; in Georgia, 233.

DAKOTA, North and South, 249. Darrah, William and Lydia, the story of, 138, 139. Dartmouth College, 236. Davis, Jefferson [1808-1889], 219. Debt, imprisonment for, 73, 74. Declaration of Independence, 128 ; in its relation to slavery, 192. Decoration Day, 224. Delaware, founding of, 66 ; its history, 230-232. District of Columbia, slavery abolished in the, 208 ; how originated, 250. Dorchester, Massachusetts, 55. Dorchester Heights, 122. Dutch, the, in America, 31 ; their bravery, 31 ; they defeat Spain, 32 ; seek for India and find the Hudson River, 32 ; trade with the Indians and settle New York, 33 ; their dealings with the Indians, 60 ; yield to the English, 60 ; retain their customs and language, 61 ; in New Jersey, 61.

ELECTORAL Commission, 229. Eliot, John [1604-1690], and his labors for the Indians, 58. Elizabeth, queen of England [1533-1603], 36. Emigration from Europe during the war for the Union, 222.

England, condition of, at close of sixteenth century, 34 ; renounces allegiance to the Pope, 34 ; becoming a country to emigrate from, 36 ; rise of the Puritan party in, 48 ; movement from, to New England, 50 ; contest of, with France for possession of America, 82-88 ; her wide possessions, 89 ; differences between America and, 103 ; the breach between America and, 126 ; relations of, with America after the war, 163 ; at war with France, 164 ; her treatment of American ships, 166 ; goes to war with the United States, 168. English, the, make voyages to America, 33 ; attack the Spanish, 33 ; begin to settle in America, 33 ; claim possession of the Atlantic coast, 34 ; send a colony to Virginia, 36 ; their former colony in Virginia, 38 ; their colonial government of America, 76-78.

Erie Canal, the, 170 ; gives an impetus to the growth of New York, 182, 237.

Europe, wakes from a long sleep, 30 ; relations of, with America, 163 ; emigration from, to America, 188.

"Evangeline," Longfellow's poem of, 87.

FABLE of the bundle of sticks, 153, 154.

Faneuil Hall, 112.

Ferdinand, king of Spain [1452-1516], 26.

Fillmore, Millard [1800-1874], 270.

Flag of the United States, the, 230.

Florida, history of, 245.

"Fool's gold" found in Virginia, 37.

Fort Duquesne, 83, 84.

Fort Sumter, 213, 214.

France, fishermen from, visit Newfoundland, 30 ; takes possession of the St. Lawrence region, 31 ; its soldiers, missionaries, and traders, 31 ; contest with England for possession of America, 82-89 ; aids America in

its contest with Great Britain, 134; influence of the United States on, 163; revolution in, 163, 164.

Franklin, Benjamin [1706-1790], born, 90; his early days in Boston, 90-92; is apprenticed to his brother, 92; his early studies, 93; writes for the newspaper, 93, 94; leaves Boston, 95; his journey to Philadelphia, 95, 96; sets up as a printer, 98; goes to London, 98; returns to his trade in Philadelphia, 99; marries, 99; forms the Junto, 100; starts the Philadelphia Library, 100; is a public-spirited citizen, 101; his scientific work, 102; goes to England as agent, 102; his services as a diplomatist, 141.

Franklin, James, brother to Benjamin Franklin, 92; starts a newspaper, 93; quarrels with his brother, 94; is left in the lurch by him, 95.

Frémont, John C. [1813-], 210.

French, pioneers in America, 31; trade with the Indians, 31; attack Calvert's colony, 68; the line of their settlements, 78; their character as settlers, 79, 80; their relations with Indians, 81; their strongholds in America, 82, 83; build Fort Duquesne, 84; defeat Braddock, 85; are driven from Acadia, 86; waste their strength, 87; lose their American possessions, 88, 89.

Friends, the, or Quakers, 62; their belief and their customs, 62, 63; settle in Pennsylvania, 64; affect the prosperity of the State, 182.

Five Slave Law, the, 208.

Fulton, Robert [1765-1815], and his "Folly," 170.

Gage, General [1720?-1787], governor of Massachusetts, 116; orders troops to Concord, 117.

Gould, James Abram [1831-1881], 272.

George II., King of England [1660-1760], 73.

Georgia, origin of, 74; is attacked by Spaniards, 75; changes its government, 76; its attitude regarding the Creeks, 206; its history, 232, 233.

Germans settle in Pennsylvania, 63, 182; attracted to the western country, 190.

Gettysburg, battle of, 232.

Gold, discovery of, in California, 202.

Grant, Ulysses S. [1822-1885], General, brings the war for the Union to a close, 222; President, 272.

Gray, Robert [1755-1806], finds the Columbia River, 198.

Greene, Nathanael [1742-1786], 134; his value as a soldier, 145.

Greenland, found by Norwegians, 24.

Gulf Stream, the, 67.

HALE, Nathan [1755-1776], martyrdom of, 139, 140.

Hamilton, Alexander [1757-1804], 159; his plans for paying the United States debt, 160.

Hampton, Virginia, normal school at, 187.

Hancock, John [1737-1793], 117; president of the Continental Congress, 130.

Harrison, Benjamin [1833-], 272.

Harrison, William Henry [1773-1841], 269.

Hartford, Conn., settlement of, 55.

Harvard University founded, 52, 233.

Hayes, Rutherford B. [1822-], elected President, 228, 272.

Henry, Patrick [1736-1799], the Virginia orator, 141.

Hudson, Henry, discovers the river to which his name is given, 32.

Huguenots in the Carolinas, 72.

Idaho Territory, 252.

Illinois, history of, 242.

Impressment of seamen, 168.

Independence, Declaration of, 128.

India, route to, to-day, 18; the route

in the fifteenth century, 19; the countries once so called, 19; its importance to Europe, 19, 20.

Indian Territory, 250.

Indiana, history of, 241, 242.

Indians, so called by the first European visitors, 12; their present homes, 12; division into tribes, 13; their mode of life, 14; their weapons and houses, 16; their squaws and papooses, 17; their wars, 17; their games and dances, 18; origin of the name, 18, 29; their dealings with the French and with the Dutch, 31, 33; their relation with the Virginia colony, 38, 40; and with the Plymouth colony, 45, 47; they are crowded out by the whites, 57; attempts at Christianizing them, 58; they attack the settlements, 59; treatment by Penn, 64; treatment by Oglethorpe, 75; their connection with the French, 79; their relations to French and English in war time, 81, 82; interference with western settlements, 186; their treatment by the government, 187; attempts to make citizens of them, 187.

Iowa, history of, 245.

Ireland, Families from, in the Carolinas, 72; famine in, and consequent emigration from, 188, 190.

Iroquois, a tribe of Indians, 13.

Isabella, queen of Spain [1451-1504], 26.

island Number Ten, battle at, 240.

JACKSON, Andrew [1767-1845], 269.

Jackson, Stonewall [1824-1863], 219.

James I., king of England [1566-1625], 36; gives a charter to the company that settles Virginia, 36; appoints rulers of the colony, 39.

Jamestown, the settlement of, 36.

Japan, Columbus thinks America to be, 28.

Jefferson, Thomas [1743-1826], writes the Declaration of Independence, 130; his leadership, 142, 143; first Secretary of State, 159; buys Louisiana for the United States, 165; President, 266, 268.

Johnson, Andrew [1808-1875], 270.

Jones, John Paul [1747-1792], 148.

Junto, the, formed by Franklin and his friends, 100.

KALB [1721-1780], 148.

Kansas and Nebraska struggle, 209, 248.

Kentucky, history of, 238.

Kill, in Dutch names, 61.

King Philip's war, 65.

Knox, General [1750-1806], 159.

Kosciusko [1745?-1817], 148.

LAFAYETTE, Count [1757-1834], 134; his services to America, 148, 149.

Lee, Robert E. [1807-1870], 219; surrenders to General Grant, 221.

Lexington, fight at, 118, 119.

Lewis and Clarke expedition, the, 198.

Lincoln, Abraham [1809-1865], elected President, 210; determines to maintain Anderson, 214; issues a proclamation calling for volunteers, 214; issues his emancipation proclamation, 216; his character, 222, 223; his death, 223; as President, 270.

Longfellow, Henry Wadsworth [1807-1882], 87.

Louisburg, a stronghold of France, 82; its importance, 84; siege of, 88.

Louisiana, Province of, purchased from France, 165, 166; effect of purchase of, 185; State of, 241.

MADISON, James [1751-1836], 268.

Maine, originally a part of Massachusetts, 56; admitted into the Union, 194; history of, 244.

Manufactures, rise of, in New England, 174.

Marietta founded, 241.

Marion, Francis [1732-1795], 148.

Maryland, origin of, 67; toleration of religion in, 68; mode of living in, 70; reason for formation of towns in, 71; history of, 234.

Mason and Dixon's Line, 234.

Massachusetts, first settlements in, 48, 50; trade with England and Virginia, 51; government and mode of life in, 54; migrations from, 55; its history, 233.

"Mayflower," the, 42-44; sails into Plymouth Harbor, 45; returns to England, 47.

Mecklenburg Resolutions, 238.

Mediterranean Sea, the, a great thoroughfare, 19, 20.

Mexico, conquered by Spain, 30; throws off the rule of Spain, 195; loses Texas, 195; war of the United States with, 196.

Michigan, history of, 244.

Middle States, the, 181.

Minnesota, history of, 224, 246.

Mississippi, history of, 242.

Missouri, debate over the admission of, 192-194; history of, 244.

Monroe, James [1758-1831], 268.

Montana, 249.

Montealn [1712-1759], 88.

Montgomery, Alabama, first seat of the Confederate government, 212, 242.

Moors, the, and how they overran Spain, 19.

Morris, Robert [1734-1806], the financier, 144.

Mounds and mound-builders, 13, 14.

NARRAGANSETT Bay, 55, 56.

Nebraska, 248.

Nevada, 248.

New England, movement to found, 50; its early character, 54-56; settlers from, in North Carolina, 71; feeling of, regarding customs, 106; new relations with the South, 173; introduction of manufactures into, 174; effect upon the habits of the people, 174; increase of trade in, 175; farmers from, go West, 181, 182.

"New England Courant," the, Franklin's paper, 94.

Newfoundland, Calvert's attempt at establishing a colony in, 67; the attempt abandoned, 68.

New Hampshire, the beginning of, 56; history of, 236.

New Haven, Connecticut, founding of, 55.

New Jersey, the beginning of, 61; history of, 232.

New Mexico, 252.

New Netherland, 59; becomes New York, 60.

New Orleans, battle of, 241.

Newport, Rhode Island, New York near, 181.

Newspapers in the South during the war for the Union, 219.

New York, formerly New Netherland, 60; history of, 237.

New York (city), held by the British during the war for Independence, 132, 181; its rapid growth, and some of the causes, 181, 182.

North, advantages of the, in the war for the Union, 220-222.

North Carolina, origin of, 71, 72; history of, 237.

Northwest Territory, 240, 241.

Norwegians, find Greenland and Vinland, 24; in the northwestern States, 190.

Nova Scotia, 83.

OGLETHORPE, James [1696-1785], founder of Georgia, 74; his services there, 75, 76; his great age, 76.

Ohio, history of, 241.

Oklahoma, 252.

Old South Meeting-house in Boston, scenes at, 112-114.

Oregon, first boundaries of, 199; dispute over, between the English and the Americans, 199, 200; admitted into the Union, 201; history of, 246.

Otis, James [1725-1783], 107.

PALOS, the port from which Columbus sets sail, 27.

Parliament, the king and, 48, 50; remote from the colonies, 103; passes unequal laws, 104; its authority questioned, 108; not represented by Americans, 108; its action regarding the Stamp Act, 109; passes the Boston Port Bill, 115; its misunderstanding of America, 253, 254.

Penn, William [1644-1718], interested in New Jersey and then in Pennsylvania, 62; makes a home for the Friends, 63; his humane government, 64; his dealings with the Indians, 65; returns to England, 66.

Pennsylvania founded by William Penn, 62; settled by Friends, 63; Germans, 63; and Swedes, 64; its laws, 64; government of, 66; its varied development, 182, 184; its history, 232.

People of the United States its rulers, 252-254.

Percy, Lord [1742-1817], sent to reinforce the British at Concord, 119.

Philadelphia, founded, 65; Franklin's experience in, 96; greatly helped by Franklin, 101; the seat of important bodies, 182; celebration of centennial at, 228.

Pierce, Franklin [1804-1869], 270.

Pilgrims, the, leave England for Holland, 42; leave Holland for America, 42; reach Provincetown, 44; reason for their name, 44; land at Plymouth, 45; form a colony, 46; their first winter, 47; their hardships and courage, 47.

Pitt, William [1708-1778], the great English leader, 87.

Pittsburgh, formerly Fort Duquesne, 83.

Pittsburgh Landing, battle of, 240.

Plymouth, the colony at, 45-47; movement toward Connecticut, 54.

Pocahontas, the story of, 40, 41.

Polk, James Knox [1795-1849], 269.

Ponce de Leon [1460?-1521], 245.

Pope, the, and the English nation, 34.

Portugal, the king of, deceives Columbus, 25; its maritime power, 30; possesses Brazil, 30.

Portuguese, the, explore the coast of Africa, 20; discover the coast of South America, 30.

Powhatan and Captain John Smith, 40.

Prescott, Colonel [1726-1795], at Bunker Hill, 123.

President, the, and Congress, 260; duties and powers of, 261-265.

Presidents, the, 265-272.

Princeton, New Jersey, 232.

Printing, invention of, 30.

Providence, Rhode Island, founded, 56.

Provincetown, the first landing-place of the Pilgrims, 44.

Provincial Congress in Massachusetts, 117; its action after Lexington and Concord, 120; asks the Continental Congress to take charge of affairs, 122.

Puritans, the, in England, 48; send a colony to Massachusetts Bay, 50; found schools in New England, 52; their government and mode of life, 54; their impatience of interference, 56; their treatment of Indians, 58.

Putnam, Israel [1718-1790], at Bunker Hill, 123; his bravery when a young man, 144; his alertness, 145.

QUAKERS. *See Friends.*

Quebec, a great fortress, 80; its importance to the French, 82; is captured by Wolfe, 88.

RAILROADS, the first, in America, 171, 172.

Randolph, Edmund [1753-1813], 159.

Reconstruction, 224, 225.

Representatives, House of, 256-261.

Republican Party, the, comes into power, 210.

Revere, Paul [1735-1818], and his ride, 118.

Rhode Island, the beginning of, 55.
 Richmond, Virginia, the capital of the Confederacy, 215.
 Rolfe, the husband of Pocahontas, 40.
 Rotch, Mr., 114.

SR. LOUIS, center of Western fur-trade, 199.
 Salem, Massachusetts, settlement at, 50.
 San Francisco, imaginary journey to, from Washington, 9, 10.
 Sanitary Commission, the, 222.
 Scotland, families from, in the Carolinas, 72.
 Scott, Winfield [1786-1866], in Mexico, 196.
 Secession of Southern States, 212-214.
 Senate of the United States, 256-261.
 Shiloh, battle of, 240.
 Signal-service office, 9.
 Silk, attempt at the industry in Georgia, 75.
 Sioux Indians in Minnesota, 246.
 Slavery in the Southern States, as affecting modes of life, 176, 177; efforts to get rid of, 178; effect of, on the masters, 180; seeks new soil, 191, 192; discussed as a system, 192; policy of the South regarding, 194, 196; contest over, 204-210; abolished in the District of Columbia, 208; brought to an end by the war for the Union, 216.
 Smith, Captain John [1579-1631], adventures of, 39; his rescue by Pocahontas, 40; leaves the colony, 41; his services to Virginia, 41.
 South, life in the, 175-181; policy of, regarding slavery, 192-208; its attitude after the election of Lincoln, 210-214; action regarding secession, 215; its experience during the war for the Union, 218; what it resorted to for newspapers and letters, 219; its currency, 219; bravery of people in, 219; change in life, after the war, 224; restoration of, to the Union, 225.

South Carolina, origin of, 72; character of, 72; glad of neighbors, 74; is appealed to for aid, 75; sets up an independent government, 127; enters into a quarrel with the United States, 207; secession of, 212; history of, 234.

Spain, possessed by the Moors, 19; the king and queen befriend Columbus, 26; one of its ships sails round the world, 29; its possessions in the new world, 30; its war with the Dutch, 32; has settlements in Florida, 71; attacks Georgia, 75; becomes possessed of Louisiana, 89; makes it over to France, 165.

“Spectator,” the, Franklin forms his style on, 93.

“Speedwell,” the, 42.

Stamp Act, passage of, 107; indignation of people at, 109; repeal of, 109.

“Star-spangled Banner,” song of, 234.

State feeling, 206.

Steamboats, first use of, in the United States, 170.

Steuben [1730-1794], 148.

Stone River, battle of, 240.

Suez Canal, 18.

Swedes, in Pennsylvania, 64, 66; in Delaware, 66; in the Northwest, 190.

Swiss in the Carolinas, 72.

TARIFF, the, 258.

Tax on tea, the, 111.

Taxation, without representation, 108; by one's self different from taxation by another, 162.

Taxes laid by Congress, 258.

Taylor, Zachary [1784-1850], in Mexico, 196; President, 269.

Tea-party, the Boston, 110-115.

Tennessee, history of, 240.

Tennessee, East, Union men in, 220, 240.

Territories, the, and their nature, 249, 250.

Texas, separates from Mexico, 195; is admitted into the Union, 196; history of, 245.

Thomson, Charles [1729-1824], secretary of Continental Congress, 130.
Tilden, Samuel J. [1814-1886], 228, 229.

Tobacco, first raised in Virginia, 38; importance of, as a crop, 70.

Tories, 132.

Trimountain, afterward Boston, 50; survives in Tremont, 51.

Trumbull, Jonathan [1740-1809], 233.

Tyler, John [1790-1862], 269.

UNION men at the South, 220.

United States of America, the confederation of, formed, 131; its weakness as a great power, 153; union formed, 156; relation of the Union to the confederation, 160; expansion of its territory, 166; war with England, 166-168; its condition after the war, 169; reconstruction of, 225; celebration of centennials of, 226-228.

Utah, 248, 252.

VALLEY FORGE, 136, 137.

Van Buren, Martin [1782-1862], 269.

Vermont, history of, 238.

Veto, the, 260.

Vinland, stories of, 24.

Virginia, origin of name of, 36; the first settlement in, 36, 37; struggles of the colony, 38; disputes regarding boundary of, 68, 70; mode of life in, 70; disputes the French operations, 84, 85; joins the Southern Confederacy, 215; history of, 236, 237.

Voters and voting, 275, 276.

WAR for Independence, the, 131-134.

War for the Union, the, 214-223.

War of 1812, 168, 169.

Washington, imaginary journey from, to San Francisco, 9, 10; selected for the capital, 160.

Washington Territory and State, 249.

Washington, George [1732-1799], first appearance of, 85; is made commander-in-chief, 122; sets out for Cambridge, 122; receives the surrender of Cornwallis, 131; what he says of the heroic soldiers at Valley Forge, 137; his greatness in American history, 149; his birth, 149; his early education, 150; his early military career, 151; his life in Virginia, 152; his character, 152, 153; chosen first President, 158; his cabinet, 159; his interest in the West, 185; his death, 246.

Watertown, Massachusetts, 55.

Wayne, Anthony [1745-1796], 146.

West, early settlements in the, 184, 185; immigration to, 185, 186; emigration from Europe to, 190; development of, 190, 191.

West Indies, trade with, 52, 71, 72.

West Virginia, 225, 248.

Whitman, Dr. Marcus [1802-1847], and his exploit, 200, 201.

Williams, Roger [1603?-1683], 56.

Winthrop, John [1588-1649], first governor of Massachusetts, 50; his sympathy with the people, 52.

Wisconsin, history of, 246.

Wolfe, General [1727-1759], 88.

Writs of assistance, 107.

Wyoming Territory, 252.

YALE University, 233.

Yorktown, Virginia, scene of Cornwallis's surrender, 131.

MAPS — COLORED.

	PAGE		PAGE
Routes of Navigators	9	Territorial Acquisitions	169
English and French Possessions	81	The United States of America . . .	225

MAPS — UNCOLORED.

	PAGE		PAGE
Africa, Spain, and Portugal . . .	21	Acadia	86
Early Virginia	37	Vicinity of Boston	118
The New England Coast	49	The Canadian Frontier, and Vicin- ity of Washington	168
Between Montreal and New York	83	Charleston Harbor	213
Braddock's Route	84		

PORTRAITS.

	PAGE		PAGE
George Washington	Frontispiece	Samuel Houston	193
Christopher Columbus	23	William Henry Harrison	197
William Penn	35	John Tyler	205
Alexander Hamilton	53	James Knox Polk	211
John Jay	69	Zachary Taylor	217
Benjamin Franklin	97	Millard Fillmore	221
John Adams	105	Franklin Pierce	227
Thomas Jefferson	129	James Buchanan	231
James Madison	135	William Tecumseh Sherman	235
Sam Adams	142	Abraham Lincoln	239
Patrick Henry	143	Henry Wadsworth Longfellow	243
James Monroe	147	Andrew Johnson	247
John Quincy Adams	155	Ulysses Simpson Grant	251
Andrew Jackson	161	Rutherford Birchard Hayes	255
Henry Clay	167	James Abram Garfield	259
John Caldwell Calhoun	179	Chester Alan Arthur	263
Daniel Webster	183	Grover Cleveland	267
Martin Van Buren	189	Benjamin Harrison	271

ILLUSTRATIONS.

	PAGE		PAGE
Scenes in Indian Life	15	Independence Hall, 1776	128
Dutch and Indians Trading . . .	32	Liberty Bell, Independence Hall . .	131
Mayflower in Plymouth Harbor .	43	A Soldier in the Continental Army .	136
A Stockade	58	Execution of Nathan Hale	139
Philadelphia in 1682	65	Capture of Stony Point	146
Penn's House	66	Interior of Independence Hall . .	157
The Rock of Quebec	80	Fulton's First Steamboat	171
Wolfe's Cove	88	The First Passenger Locomotive .	172
Birthplace of Franklin	90	A Cotton Field	177
Faneuil Hall in 1773	112	A Western Emigrant Train . . .	186
Signing of the Declaration of In- dependence	113	Whitman Starting for Wash- ington	201
Washington Crossing the Dela- ware	121	City of San Francisco	203
Washington's Headquarters in Cambridge	126	The Capitol at Washington	257
		The White House, Washington . .	262
		The United States Supreme Court	274

LIBRARY OF CONGRESS



0 011 448 573 1